Clear Creek Independent School District
Portrait of a Graduate

The Clear Creek ISD portrait of a 21st century graduate reflects the beliefs, goals, and mission of the district. Embedded within the strategic plan, the portrait is reflected by the successful integration of instruction, character development, and technology designed to equip students to demonstrate mastery of the following:

Courage – as demonstrated through:

- a personal code of ethics that is the foundation of a strong character
- the confidence to lead, venture, persevere, and address challenges
- a spirit of confidence and dignity

Collaboration – as demonstrated through:

- ethical leadership
- effective communication and creative problem-solving skills necessary to succeed in increasingly complex social and work environments
- active participation in and responsible contributions to team efforts
- supportive and cooperative interpersonal relationships
- a respectful understanding of diversity

Innovation – as demonstrated through:

- ethical decision-making and conduct
- efficient and effective use of technology to research, organize, evaluate and communicate information
- a heightened sensibility of the connections between the academic world and global issues
- a conscientious recognition of civic rights and environmental obligations
- the enthusiastic application of creativity, originality, and self-expression

Self-Direction – as demonstrated through:

- a strong work ethic
- accountability for personal and professional achievement
- a commitment to the process of learning and establishing a vision for the future
- the continuous improvement and maintenance of mental and physical health
- the development of initiative, flexibility, and adaptability in accepting responsibility for actions
- the ability to initiate change or adapt to changes in personal and professional settings

CCISD

Clear Creek Independent School District

Leading the Way in the 21st Century

MISSION STATEMENT

The mission of the Clear Creek Independent School District, a diverse community unified by a spirit of exploration and excellence, is to develop students who will lead the way to the future by educating and equipping them with the skills necessary to excel in the 21st century through a system characterized by meaningful community relationships and a comprehensive curriculum facilitated by a highly qualified team committed to Courage, Collaboration, Innovation, and Self-Direction.

GOALS

1. We will provide rigorous learning opportunities and curricula that transcend state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.
2. We will enhance the character development of each student with emphasis on creating a sense of personal responsibility and a commitment to community.
3. We will recruit, develop and retain compassionate, effective, innovative and highly motivated staff.
4. We will focus our use of resources to accelerate learning for all students and eliminate the achievement gap.
5. We will provide learning environments that are physically safe and emotionally secure for all students, faculty and staff.
6. We will lead, develop, and implement a robust parent and community involvement program to successfully achieve the district mission and objectives.
7. We will nurture, support, and develop collaborative leadership at all levels throughout the learning community.

BOARD OF TRUSTEES

This material is published early in the preceding school year, so some changes in procedure, policy, or course offerings may be required. Students and parents may access updates at: http://www2.ccisd.net/Departments/StudentSupportServices/CourseSelection.aspx

SUPERINTENDENT'S CABINET

Greg Smith, Ph.D.
Superintendent

Steven Ebell, Ed.D.
Deputy Superintendent of Curriculum and Instruction

Tina Farrell, Ed.D.
Assistant Superintendent, Curriculum and Instruction & Staff Development

Sheila Haddock, J.D.
Director, Policy and Legal Affairs

Holly Hughes
Assistant Superintendent, Elementary Education

Paul McLarty
Chief Financial Officer

Ron McPherson
Associate Superintendent, Operations

Dave O'Neill, Ph.D.
Assistant Superintendent, Human Resources

Elaina Polsen
Director, Public Information

Alex Torrez
Assistant Superintendent, Secondary Education

Chad A. Stevens, Ph.D.
Chief Technology Officer

SECONDARY EDUCATION
ADMINISTRATIVE AND INSTRUCTIONAL SUPPORT PERSONNEL

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Athletics	Bill Daws, Director
Bilingual/ESL 6-12	Tacy King, Assistant Director
Career & Technical Education and Technology Applications	Nancy Mallini, Director
Career & Technical Education and Technology Applications	Dana Morgan, Coordinator
Drug Education	Denise Crouch, Coordinator
Dyslexia/504	Lisa Hardcastle, Coordinator
eLearning	Lea Castillo, Coordinator
Federal Programs, Grants and Entitlements	Cindy Stamps, Director
GBCHI	Sandra Connatser, Director
Gifted & Talented	Debra Taylor, Coordinator
Grant Writer	Chris Kidwell
Health & P.E	Debbie Fuchs, Coordinator
Health Services	Regina Pickett, Coordinator
Instructional Technology	Susan Wells, Director
Language Arts 6-12/AP/LOTE	Kathy Davis, Coordinator
Library & Media Services	Ty Burns, Director
Mathematics 6-12	Joyce Collett, Coordinator
Military Science	MAJ. (Ret.) Earnest P. Brown, Coordinator
Psychological and Assessment Services	Pam Moore, Director
Research and Accountability	Kevin Barlow, Executive Director
Safe & Secure Schools	Barry Beck, Director
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Secondary Education	Marlene Skiba, Executive Director
Smaller Learning Communities	Janis Jarvis, Ph.D., Project Manager
Social Studies 6-12	Felicia Andrews, Coordinator
Special Education	Jerry Klekotta, Executive Director
Special Education	Irene Fellows, Assistant Director
Special Education	Donna Zimmerer, Coordinator
Student Personnel Services	Suzanne Thomas, Director
Textbook Management	Jill Cook, Coordinator
Visual & Performing Arts	Dean Muths, Director
Visual & Performing Arts	Mary Lou Johnson, Coordinator

CAMPUS ADMINISTRATORS AND COUNSELORS

Clear Brook High School

4607 FM 2351 — Phone: 281-284-2100
Friendswood, TX 77546

Staley, Michele	Principal
Morrow, Jennifer, Ph.D.	Associate Principal
Kilgore, Marcette	Dean of Instruction
Gault, Jennifer	Assistant Principal
Lopez, Sharon	Assistant Principal
Miles, Adrienne Shanklin	Assistant Principal
Schultz, Sven	Assistant Principal
Zoch, Nina	Assistant Principal
Warner, Emily	Lead Counselor
Armstrong, Renee'	Counselor
Barnett, Ebony	Counselor
Hughes, Trey	Student Support Counselor
Lopez-Bauer, Iraima	Counselor
Wilson, Michelle	Counselor
Young, Joyce	Counselor

Clear Creek High School

2305 E. Main — Phone: 281-284-1700
League City, TX 77573

Ninth Grade Center — Phone: 281-284-2300
2451 E. Main
League City, TX 77573

Bockart, Scott	Principal
House, Paul	Associate Principal
TBA	Dean of Instruction
Hoechten, Vince	Assistant Principal
Humphries, Martessa	Assistant Principal
Latulippe, Mary	Assistant Principal
Thomas, Joey	Assistant Principal
Parker, Brooke	Assistant Principal
Ponce, Marshall	Lead Counselor
Archie, Gwen	Counselor
Bragg, Mary	Counselor
Briggs, Diane	Student Support Counselor
Godfrey, Travita	Counselor
Stepp, Laura	Counselor
Updegraff, Elizabeth	Counselor

Clear Falls High School

4050 Village Way — Phone: 281-284-0000
League City, TX 77573

Engle, Karen	Principal
Brizendine, Jo Beth, Ed.D.	Associate Principal
TBA	Lead Counselor

Clear Horizons Early College High School

San Jacinto College South — Phone: 281-929-4657
13735 Beamer Rd. Box 613
Houston, TX 77089-6099

Ladehoff, Gale	Principal
Schur, Andria	Dean of Instruction/Asst Principal
Pattison, Rhonwyn	Lead Counselor

Clear Lake High School

2929 Bay Area — Phone: 281-284-1900
Houston, TX 77058

Ninth Grade Center — Phone: 281-284-2400
2903 Falcon Pass
Houston, TX 77062

Moran, Christopher, Ed.D.	Principal
Bass, Trampas, Ed.D.	Associate Principal
Loftin, Christopher	Dean of Instruction
Alvarez, Michael	Assistant Principal
Blume, Eric	Assistant Principal
Bouchard, Kai	Assistant Principal
Froneberger, Michel	Assistant Principal
Grigar, Jacqueline	Assistant Principal
Rowe, Terrie	Assistant Principal Intern
Pittman, Vicki	Lead Counselor
Dickerson, Cindy	Counselor
Embrey, Amanda	Counselor
Evard, Paula	Counselor
Hu, Karen	Counselor
Reyes, Margarita	Counselor
Tepfer, Randa	Student Support Counselor
Tittle, Gary	Counselor
Matkin, Janyth	Counselor

Clear Springs High School

501 Palomino Dr. — Phone: 281-284-1300
League City, TX 77573

Love, Gail	Principal
Ruiz, Joseph	Associate Principal
Bayard, Robert	Dean of Instruction
Martin, George	Assistant Principal
Milovanovic, Edith	Assistant Principal
O'Hare, John	Assistant Principal
Schwarz, Alice	Assistant Principal
Seyl, Gina	Assistant Principal
Rucker, Mary Margaret	Lead Counselor
Brewster, Carolyn	Counselor
Castro, Ingrid	Counselor
Neimeyer, Sarah	Counselor
Schmidt, Lori	Counselor
Taylor, Kelli	Counselor
Torrez, Wresha	Student Support Counselor

Clear View Education Center

400 S. Walnut — Phone: 281-284-1500
Webster, TX 77598

Branch, Robert, Ph.D.	Principal
Wiley, Cassie	Assistant Principal
Sebung, Karen	Lead Counselor
Hobson, Mark	Counselor

Clear Path Alternative School

400. S. Kansas — Phone: 281-284-1600
League City, TX 77573

Davenport, Sandra	Principal
Diaz, Lori	Assistant Principal
Clauson, Laura	Counselor

EDUCATIONAL PLANNING GUIDE: CHOOSE YOUR FUTURE FOCUS
TABLE OF CONTENTS

Greg Smith, Ph.D.
Superintendent of Schools
Clear Creek Independent School District

2425 East Main Street
League City, Texas 77573
(281) 284-0000

January 2010

Dear Parents and Students:

The Board of Trustees and the staff of the Clear Creek Independent School District are continually making improvements in your school system. By doing so, we want to encourage our students to set high goals to prepare themselves to be successful citizens. Students and parents are encouraged to give thoughtful planning to course selection and to the type of program that would best support a desired career path. The State Board of Education has made the recommended high school program the standard graduation plan for all students planning to continue study beyond high school. In addition, the State of Texas provides Texas Grants for college attendance to students meeting financial need who have completed the recommended high school program. Therefore, the Educational Planning Guide is designed to provide information to assist students as they make critically important decisions in charting their high school program, as well as post graduation careers. This publication links the selection of courses with possible career pathways that students may pursue following graduation.

Decisions made in developing a high school program are critical to the future of students. Your future will be impacted by the choices made. I encourage you to take challenging courses that stimulate and inspire you to reach your dreams. I also encourage you to talk with your counselor, teachers, principal and other administrators about your program. We are all interested in assisting you to make choices that are in your best interest. We want you to reap the highest benefits from your studies and experiences while you are in school.

Parents are especially encouraged to become involved in helping design an appropriate course of study. We need capable, self-motivated, life-long learners who will keep our nation strong and our economy competitive in the world-wide market. The Clear Creek Independent School District high school programs have an important role in this educational process.

Best wishes to each of you.

Sincerely,

Greg Smith

Greg Smith, Ph.D.
Superintendent

Clear Creek Independent School District Mission Statement
The mission of the Clear Creek Independent School District, a diverse community unified by a spirit of exploration and excellence, is to develop students who will lead the way to the future by educating and equipping them with the skills necessary to excel in the 21st century through a system characterized by meaningful community relationships and a comprehensive curriculum facilitated by a highly qualified team committed to Courage, Collaboration, Innovation, and Self-Direction.

Planning Your High School Program

Planning a four-year high school program is a serious undertaking. Although many of your courses will be determined by the graduation plan you select, you will still have many other choices to make during your years of school. The courses you select will be guided largely by your plans for the future. Will you continue your education in college or in a trade or technical school? Do you want to learn a career skill in order to enter the full-time work force immediately after school? Are you interested in a technical field? Are you thinking of entering a profession that requires many years of specialized education? The answers to these questions are extremely important for making decisions about your course selections for all four years in high school. These answers should also be guided by your interests and abilities.

Some students are sure of their future plans; others are still deciding. It is also common for young people to change their minds about which career to choose. **For this reason, it is important for you to plan as challenging a program as you can. If your career plans should change, then it will not be as difficult to move into another program.** While it may sometimes seem tempting to schedule a less demanding combination of courses, choosing courses that meet your needs or interests is the best way to prepare for your future.

CCISD offers you many ways to prepare for a productive adult life—to make certain that you can control your future. The district's high schools provide a wide range of programs that prepare students for post-high school experiences: college, business school, technical school, military service, fine arts participation, full-time employment, and other areas. **The programs offered allow a student to choose the high school program best for him/her, whether that program is the traditional college preparatory, tech-prep, or career preparatory program. Outlined on the following pages are the graduation requirements for each of the state's possible graduation programs (minimum, recommended high school, and distinguished achievement programs).**

Immediately following the presentation of possible graduation plans is an **important section** of this educational planning guide: **career pathways to assist you in preparing an individual academic and career plan.** This section of the guide explains future career options in terms of your interest areas and suggests courses and activities that will help you arrive at your goal in life.

Next are descriptions of all courses offered, with accompanying information about prerequisites and grade level placement. Following that section are practical suggestions for planning your high school course of studies, considerations for career planning, a checklist for a college planning timeline, and information about other post-high school options. We strongly urge you to give the attention to planning for high school that its importance deserves. **By planning wisely, you can create the future that is most appropriate for you.**

GRADUATION REQUIREMENTS (Policy EIF Local Exhibit)

THESE THREE PLANS ARE AVAILABLE TO ALL STUDENTS **ENTERING A TEXAS PUBLIC HIGH SCHOOL AUGUST 2007 AND THEREAFTER.**

Students who wish to graduate on the Minimum High School Plan must obtain approval in accordance with House Bill 3

Policy EIF (Local) requires all students to be enrolled in a math, science and social studies class in grades 9 through 11.

DISCIPLINE	MINIMUM HIGH SCHOOL PROGRAM	CREDITS	RECOMMENDED HIGH SCHOOL PROGRAM	CREDITS	* DISTINGUISHED ACHIEVEMENT PROGRAM	CREDITS
English Language Arts	English I, II, III, and IV (** substitutions may be allowed)	4.0	English I, II, III, and IV	4.0	English I, II, III, and IV	4.0
Mathematics	Must include Algebra I and Geometry	3.0	Must consist of Algebra I, Geometry, and Algebra II. See page 4 for 4th Math. If MMA is taken as one of the 4 math courses, then it must be taken before Algebra II.	4.0	Must consist of Algebra I, Geometry, and Algebra II. See page 4 for 4th Math. MMA will not count toward DAP Math.	4.0
Science	Biology and IPC ; A student may substitute Chemistry or Physics for IPC and then must use the second of these two courses as the Academic Elective Credit.	2.0	Biology and two credits must be chosen from the following areas: A.* Integrated Physics and Chemistry (IPC) B. Chemistry C. Physics See page 4 for 4th Science. *IPC will not count toward RHSP requirements for freshmen entering in 2012-2013.	4.0	Biology and two credits must be chosen from the following areas: A. Chemistry B. Physics See page 4 for 4th Science. 3rd and 4th year of Science may not be taken concurrently. *IPC will not count toward DAP Science requirements.	4.0
Social Studies	Must consist of World History Studies or World Geography Studies, U.S. History Studies, U.S. Government.	2.5	Must consist of World History Studies, World Geography Studies, U.S. History Studies, and U.S. Government.	3.5	Must consist of World History Studies, World Geography Studies, U.S. History Studies, and U.S. Government.	3.5
Economics	Emphasis on the free enterprise system	0.5	Emphasis on the free enterprise system	0.5	Emphasis on the free enterprise system	0.5
Academic Elective	Must be selected from World History Studies, World Geography Studies, or state-approved science course. If a student replaces IPC with either Chem. or Phys. in the Science requirements, the academic elective must be the other of these two science courses.	1.0	None Required	0	None Required	0
Physical Education	Foundations of Personal Fitness P.E. (may have a limit on state credit) Can substitute PE waiver class	0.5 1.0	Foundations of Personal Fitness P.E. (may have a limit on state credit) Can substitute PE waiver class	0.5 1.0	Foundations of Personal Fitness P.E. (may have a limit on state credit) Can substitute PE waiver class	0.5 1.0
Languages Other Than English	None Required	0	Must consist of any two levels in the same language	2.0	Must consist of any three levels in the same language	3.0
Health Education		0.5		0.5		0.5
Technology Applications	See page 125 for requirements.	1.0	See page 125 for requirements.	1.0	See page 125 for requirements.	1.0
Fine Arts	Required for freshmen entering 2010-2011.	1.0		1.0		1.0
Communications App		0.5		0.5		0.5
Electives		4.5		3.5		2.5
Total Program Credits		22		26		26

* Distinguished Achievement Program requirements also include student achievement of four advanced measures. (See pages 5-6).

** Research/Technical Writing; Creative/Imaginative Writing; Practical Writing Skills; Literary Genres; Business Communications; Journalism; or Concurrent Enrollment in a college English class.

Students with disabilities who are enrolled in a state-mandated course as per the Admission, Review, and Dismissal Committee recommendations for graduation with modified curriculum can only graduate under the Minimum Graduation Plan. (See pages 64-65).

FOURTH MATH AND SCIENCE OPTIONS

The chart below outlines courses which will satisfy the fourth math and science requirement for students graduating on the Recommended and Distinguished Achievement Plans.

Recommended Plan		**Distinguished Achievement Plan**	
Math	**Science**	**Math**	**Science**
Mathematical Models with Applications (must be taken prior to Algebra II)	Earth and Space Science	Independent Study: Advanced Mathematical Decision-Making (AMDM)	Earth and Space Science
Independent Study: Advanced Mathematical Decision-Making (AMDM)	Environmental Systems	Precalculus or Precalculus PreAP	Environmental Systems
Precalculus or Precalculus PreAP	Aquatic Science	AP Statistics	Aquatic Science
AP Statistics	Astronomy	AP Calculus AB	Astronomy
AP Calculus AB	Pathophysiology	AP Calculus BC	Pathophysiology
AP Calculus BC	Anatomy and Physiology of Human Systems	Independent Study in Mathematics	Anatomy and Physiology of Human Systems
Independent Study in Mathematics	AP Biology	Concurrent Enrollment in College Math	AP Biology
Concurrent Enrollment in College Math	Chemistry	* AP Computer Science A	AP Chemistry
AP Computer Science A	AP Chemistry	* Engineering Mathematics	AP Physics
* Engineering Mathematics	Physics		AP Environmental Science
	AP Physics		Scientific Research and Design
	AP Environmental Science		* Engineering Design and Problem Solving
	Scientific Research and Design		* Advanced Biotechnology
	* Engineering Design and Problem Solving		* Advanced Animal Science
	* Advanced Biotechnology		* Advanced Plant and Soil Science
	* Advanced Animal Science		* Food Science
	* Advanced Plant and Soil Science		* Forensic Science
	* Food Science		
	* Forensic Science		

* Pending State Board of Education and CCISD Policy EIF (Local) approval

Additional State-approved courses not offered in CCISD may be accepted for transfer credit upon evaluation of the student's transcript.

DISTINGUISHED ACHIEVEMENT PROGRAM (DAP) SCHOLAR

What is the DAP Scholars Program?
The Distinguished Achievement Program is a course of study that requires high performance beyond that usually expected of students in high school. In addition to specific course requirements, the Distinguished Achievement Program requires that all students successfully complete any combination of four advanced measures that focus on demonstrated student performance at the college level or work equivalent to that done by professionals in the arts, sciences, business, industry, or in community service. These measures are judged by external sources of evaluation.

Who are DAP Scholars?
DAP Scholars are senior students who have completed, or will complete, the Distinguished Achievement Program (DAP) graduation plan.

Why become a DAP Scholar?
The advantages to students for completing this more rigorous course of study are numerous. Some of the advantages include:

- Students are better prepared for college success.
- Students may earn college credit while still in high school (saving college tuition payments).
- Students participate in more rigorous courses and are more academically challenged.
- Students develop and refine higher level thinking skills.
- Students are able to pursue specific areas of interest in research projects.
- Students are rewarded for school and professional success and accomplishments.
- Students have the opportunity to network with business and community professionals.

How do students become a DAP Scholar?

- Earn 26 credits.
- Complete all of the requirements for the Recommended Plan.
- Complete one additional year or Level III of a foreign language credit in the same language.
- Complete four advanced measures (see page 6 for details).
    - Students, who have not completed four advanced measures prior to the spring of their senior year, will be designated as a *candidate* for the Distinguished Achievement Program (i.e. enrolled in appropriate coursework, working on advanced measures, and/or registered for AP exams).

How are DAP Scholar Candidates Recognized?
DAP Scholar candidates will be recognized in the senior year with a ceremony prior to graduation. During this ceremony, the DAP Scholar candidates will be recognized with an award. According to policy EIC (Local), the DAP Scholar candidates will be recognized as District Honor Graduates. The DAP Scholar candidate Honor Graduates will be denoted in the commencement program with this designation. **In order to be considered a District Honor Graduate, all outside coursework must be completed by the end of the first nine weeks of the spring semester (3rd nine weeks), with the exception of dual credit courses in progress.**

What role do parents play in the DAP Scholars Program?
Parents play a crucial role in a student's success in the DAP Scholars Program. In the eighth grade, each student, with the help of his or her parents and counselor, should prepare a four-year graduation plan which meets the academic requirements of the Distinguished Achievement Plan. In addition, students and parents should begin planning how to meet the advanced measures requirement. Finally, a parent's encouragement and support are essential for student success with demanding course work and planning.

DISTINGUISHED ACHIEVEMENT PROGRAM

Advanced Measures

- The measures must focus on demonstrated student performance at the college or professional level.

- Student performance on advanced measures must be assessed through an external review process.

- A student must achieve any **combination of four** of the following:

Original research/project:
- Judged by a panel of professionals in the field that is the focus of the project; or
- Conducted under the direction of mentor(s) and reported to an appropriate audience; or
- Related to the required curriculum set forth in 19 TAC §74.1 (relating to Texas Essential Knowledge and Skills). Original research /projects may not be used for more than two of the four advanced measures.
- See pages 55 and 166 for further details.

Test data:
- A score of three or above on The College Board Advanced Placement examination;
- A score on the Preliminary Scholastic Assessment Test (PSAT/NMSQT) that qualifies a student for recognition as a Commended Scholar or higher by the National Merit Scholarship Corporation; as part of the National Hispanic Scholar Program of The College Board; or as part of the National Achievement Scholarship Program for Outstanding Negro Students of the National Merit Scholarship Corporation. The PSAT/NMSQT score may count as only one advanced measure regardless of the number of honors received by the student.

College courses:
- A minimum three-hour course with a grade point average of 3.0 or higher on courses that count for college credit, including tech prep programs.

Advanced Technical Credit (ATC) Courses:
- ATC Courses, or the last course in an ATC required sequence, may count as an advanced measure for the Distinguished Achievement Plan (DAP) if successfully completed by the end of the junior or senior year with a grade of 80 or higher. (See page 77).

STATE BOARD OF EDUCATION RECOMMENDED HIGH SCHOOL/ DISTINGUISHED ACHIEVEMENT PROGRAM

(19 Texas Administrative Code Chapter 74)

The State Board of Education *Recommended High School Program* has been adopted as the standard graduation plan for any student planning to continue formal study beyond high school at the college/university level or in a vocational/technical institute.

* * * * *

EXIT-LEVEL TEST REQUIREMENT

Students must pass the *Texas Assessment of Knowledge and Skills* (TAKS) test. This test requires mastery of a written composition section, as well as reading, mathematics, science, and social studies. The first opportunity to take the Exit-Level TAKS is during the eleventh grade, and retest opportunities are available during the twelfth grade, as well as during the summer. Students are urged to prepare diligently and master the Exit Test the first time it is administered so that their attention can be fully directed toward career/college preparations during their remaining high school years.

* * * * *

REQUIREMENT FOR STUDENTS ENROLLING IN PUBLIC COLLEGES AND UNIVERSITIES IN TEXAS

THEA (Texas Higher Education Assessment)

The THEA assesses reading, mathematics, and writing skills that entering college freshman-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges or universities. Recommended scores for college consideration are: Reading (230); Math (230); and Writing (220). Exemptions from THEA may apply and are outlined below. Students should contact the individual university or college prior to registration to determine the college policies regarding exemption from THEA. Information about the THEA may be found at www.thea.nesinc.com.

* * * * *

REQUIREMENT FOR ENROLLMENT INTO SAN JACINTO COLLEGE

COMPASS (Computer-adaptive Placement, Assessment, and Support System)

The COMPASS is a computerized test developed by ACT that measures skills in reading, writing and mathematics to determine readiness for college-level courses. The COMPASS is an alternative to THEA and is used by San Jacinto Community College. See website: http://www.act.org/compass. Exemptions from the COMPASS may apply and are outlined below.

* * * * *

REQUIREMENT FOR ENROLLMENT INTO COLLEGE OF THE MAINLAND

ACCUPLACER

ACCUPLACER is a placement test developed by College Board that is used by colleges, universities, and technical schools as an aid to determine the course placement of incoming college students. The purpose of ACCUPLACER is to provide you with useful information about your academic skills in math, English, and reading. The results of the assessment, in conjunction with your academic background, goals, and interests, are used by academic advisors and counselors to determine your course selection. ACCUPLACER is used by College of the Mainland. See website: http://cpts.accuplacer.com/docs/studentguide.html. Exemptions from the ACCUPLACER may apply and are outlined below.

* * * * *

Exemptions from THEA, COMPASS, and ACCUPLACER

TAKS

A minimum score of a 2200 on the English/Language Arts and Mathematics section, along with a writing score of a 3 shall be exempt for those corresponding sections.

SAT Reasoning Test

A combined verbal and mathematics score of 1070 with a minimum of 500 on the verbal test and/or the mathematics test shall be exempt for those corresponding sections.

ACT

A composite score of 23 with a minimum of 19 on the English and/or the Mathematics test shall be exempt for those corresponding sections.

Students with disabilities should contact their campus diagnostician, special education department or campus 504 coordinator at least 12 weeks prior to registering for any Higher Education Assessment to discuss possible accommodations which may be available based on documented ARD recommendations.

STUDENT SUCCESS INITIATIVE

In addition to the high school promotion requirements placed on grades 10-12, students in grade 8 must also meet the additional standards established by the State's Student Success Initiative.

The Student Success Initiative was created by the Texas Legislature to ensure that all students receive the instruction and support they need to be successful in reading and mathematics. Under the Student Success Initiative grade advancement requirements, students are required to meet the passing standard on the Grade 5 TAKS reading and mathematics tests to be promoted to sixth grade.

Beginning in 2007-2008, the grade advancement requirements apply to students who take the Grade 8 reading and mathematics TAKS, TAKS Accommodated, TAKS Modified, and TAKS Alternative tests. Students have three opportunities to meet their testing requirements for their grade level and receive additional instruction after each testing opportunity for which they do not meet the standard. A grade placement committee, consisting of the principal, teacher, and parent or guardian, meets when a student has not met the passing standard after two testing opportunities and decides the most effective way to support a student's academic success. A student who does not meet the passing standard after three testing opportunities is automatically retained; however, if the parents appeal the retention, the grade placement committee may choose to promote the student if all members agree that the student is likely to perform on grade level with additional instruction.

In addition, the EXIT level graduation requirement currently states that students must pass the EXIT level TAKS tests in all core subject areas in order to graduate. These tests are administered in the 11th grade. Students have additional opportunities to meet the passing standard on each of the tests and receive additional instruction after each testing opportunity for which they do not meet the standard.

PREPARING A FOUR-YEAR PROGRAM

HOW TO CHOOSE YOUR PROGRAM

This section serves as a planning guide as you make decisions about your four-year high school program. You are urged to consider each decision carefully. In selecting a program of studies, you will want to consider all the possibilities—realizing, however, that this is one of the most important decisions you will make during the next several years. There are certain steps to follow that can help you make your choices.

- ✓ Find out all you can about the programs of studies offered.
- ✓ Compare the programs. Think about yourself and how each program might help you.
- ✓ Consider the advantages and disadvantages of each program. Weigh these carefully.
- ✓ Choose the program of studies which seems to have the most advantages for you. To follow these steps, you will need to know about high school programs of studies, about yourself, and about careers.

KNOW ABOUT HIGH SCHOOL PROGRAMS

Your counselor and teachers will be helpful in advising you more specifically about the high school programs of studies offered. Find out the following.

- ✓ The graduation plan you wish to pursue (see graduation requirements, page 3).
- ✓ The number of units of credit in specific subject areas needed for graduation under each plan.
- ✓ The courses that are required to begin certain high school sequences of courses.
- ✓ The elective courses you may take.
- ✓ The kinds of education or work for which the program can prepare you. As you think about this issue, go back and look at the section on Career Pathways.

SAMPLE GRADUATION PLANS— PENDING STATE BOARD OF EDUCATION AND CCISD POLICY EIF (LOCAL) APPROVAL

The following pages are Sample Graduation Plans for the Recommended and Distinguished High School Programs (26 Credits). Students graduating on the Distinguished Achievement Program will need to also complete a minimum of 4 Advanced Measures as outlined on pages 5-6. These samples in the following areas are for planning purposes only and not intended to be an exhaustive list of scheduling possibilities:

Athletics; Career and Technical Education: Automotive Technology, Culinary Arts, Health Science Technology, Media Technology, Engineering – Project Lead the Way; Fine Arts: Art, Band, Choir, Dance, Orchestra, Theatre; Military Science – ROTC.

PENDING STATE BOARD OF EDUCATION AND CCISD POLICY EIF (LOCAL) APPROVAL

ATHLETICS

Athletics for all Four Years							
Class	**6th**	**7th**	**8th**	**Freshman**	**Sophomore**	**Junior**	**Senior**
1				English I	English II	English III	English IV
2				Algebra I	Geometry	Algebra II	Pre-Calculus
3				Biology	IPC or Chemistry	Chemistry or Physics	Physics or 4th Science
4				World Geography	World History	U.S. History	Government / Economics
5				**Athletics (PE 1.0)**	**Athletics (PE 0.5/Elec 0.5)**	**Athletics (Local Credit)**	**Athletics (Local Credit)**
6				LOTE I	LOTE II	Comm App's / Health	Technology Applications
7				Fine Art	Elective	Elective	Elective

Art and Athletics for all Four Years (Band or Dance could be substituted for PE/Athletics)							
Class	**6th**	**7th**	**8th**	**Freshman**	**Sophomore**	**Junior**	**Senior**
1				English I	English II	English III	English IV
2				Algebra I	Geometry	Algebra II	Pre-Calculus
3				Biology	IPC or Chemistry	Chemistry or Physics	Physics or 4th Science
4				World Geography	World History	U.S. History	Government / Economics
5				**Fine Art**	**Art (Elective)**	**Art (Elective)**	**Art (Elective)**
6				LOTE I	LOTE II	Comm App's / Health	Technology Applications
7				**Athletics (PE 1.0)**	**Athletics (PE 0.5/Elec 0.5)**	**Athletics (Local Credit)**	**Athletics (Local Credit)**

Athletics and Other Languages for all Four Years							
Class	**6th**	**7th**	**8th**	**Freshman**	**Sophomore**	**Junior**	**Senior**
1				English I	English II	English III	English IV
2				Algebra I	Geometry	Algebra II	Pre-Calculus
3				Biology	IPC or Chemistry	Chemistry or Physics	Physics or 4th Science
4				World Geography	World History	U.S. History	Government / Economics
5				**Athletics (PE 1.0)**	**Athletics (PE 0.5/Elec 0.5)**	**Athletics (Local Credit)**	**Athletics (Local Credit)**
6				Fine Art	Technology Applications	Comm App's / Health	Elective
7				**LOTE I**	**LOTE II**	**LOTE III (Elective)**	**AP LOTE IV (Elective)**

Athletics, Level I, Pre AP/AP courses and other elective options for all four years							
Class	**6th**	**7th**	**8th**	**Freshman**	**Sophomore**	**Junior**	**Senior**
1				**PreAP English I**	**PreAP English II**	**AP English III**	**AP English IV**
2			**Algebra I**	**PreAP Geometry**	**PreAP Algebra II**	**PreAP Pre-Calculus**	**AP Calculus AB**
3				**PreAP Biology**	**PreAP Chemistry**	**PreAP Physics**	**AP Bio, Chem or Physics**
4				**PreAP World Geog or AP Human Geog**	**PreAP/AP World History**	**AP U.S. History**	**AP Gov / AP Economics**
5				**Athletics (PE 1.0)**	**Athletics (PE 0.5/Elec 0.5)**	**Athletics (Local Credit)**	**Athletics (Local Credit)**
6				Fine Art	Technology Applications	Comm App's / Health	Elective
7				**LOTE I**	**LOTE II**	**LOTE III (Elective)**	**AP LOTE IV (Elective)**

Athletics Four Years Worksheet							
Class	**6th**	**7th**	**8th**	**Freshman**	**Sophomore**	**Junior**	**Senior**
1							
2							
3							
4							
5				**Athletics**	**Athletics (0.5 Elective)**	**Athletics (Local)**	**Athletics (Local)**
6							
7							

PENDING STATE BOARD OF EDUCATION AND CCISD POLICY EIF (LOCAL) APPROVAL

AUTOMOTIVE TECHNOLOGY

Automotive Technology for Three Years							
* 2 or 3 credit CTE courses can use PE waiver option, so PE is not included							
Class	**6th**	**7th**	**8th**	**Freshman**	**Sophomore**	**Junior**	**Senior**
1				English I	English II	English III	English IV
2				Algebra I	Geometry	Algebra II	Pre-Calculus
3				Biology	IPC or Chemistry	Chemistry or Physics	Physics or 4th Science
4				World Geography	World History	U.S. History	Government / Economics
5				Fine Art	**Intro to Automotive Technology**	**Automotive Technology I**	**Automotive Technology II**
6				LOTE I	LOTE II	**Automotive Technology I**	**Automotive Technology II**
7				Technology Applications	Elective	Comm App's / Health	Elective

Automotive Technology for Three Years and Career and Technical Ed Elective for Two Years							
* 2 or 3 credit CTE courses can use PE waiver option, so PE is not included							
Class	**6th**	**7th**	**8th**	**Freshman**	**Sophomore**	**Junior**	**Senior**
1				English I	English II	English III	English IV
2				Algebra I	Geometry	Algebra II	Pre-Calculus
3				Biology	IPC or Chemistry	Chemistry or Physics	Physics or 4th Science
4				World Geography	World History	U.S. History	Government / Economics
5				Fine Art	**Intro to Automotive Technology**	**Automotive Technology I**	**Automotive Technology II**
6				LOTE I	LOTE II	**Automotive Technology I**	**Automotive Technology II**
7				Technology Applications	**CTE Elective**	**CTE Elective**	Comm App's / Health

Automotive Technology for Three Years and Athletics for all Four Years							
Class	**6th**	**7th**	**8th**	**Freshman**	**Sophomore**	**Junior**	**Senior**
1				English I	English II	English III	English IV
2			Algebra I	Geometry	Algebra II	Pre-Calculus	Fine Art
3				Biology	IPC or Chemistry	Chemistry or Physics	Physics or 4th Science
4				World Geography	World History	U.S. History	Government / Economics
5				Technology Applications	**Intro to Automotive Technology**	**Automotive Technology I**	**Automotive Technology II**
6			LOTE I	LOTE II	Comm App's / Health	**Automotive Technology I**	**Automotive Technology II**
7				**Athletics (PE 1.0)**	**Athletics (PE 0.5/Elec 0.5)**	**Athletics (Local Credit)**	**Athletics (Local Credit)**

Automotive Technology for Three Years and Other Languages for all Four Years							
* 2 or 3 credit CTE courses can use PE waiver option, so PE is not included							
Class	**6th**	**7th**	**8th**	**Freshman**	**Sophomore**	**Junior**	**Senior**
1				English I	English II	English III	English IV
2				Algebra I	Geometry	Algebra II	Pre-Calculus
3				Biology	IPC or Chemistry	Chemistry or Physics	Physics or 4th Science
4				World Geography	World History	U.S. History	Government / Economics
5				Fine Art	**Intro to Automotive Technology**	**Automotive Technology I**	**Automotive Technology II**
6				Technology Applications	Comm App's / Health	**Automotive Technology I**	**Automotive Technology II**
7				**LOTE I**	**LOTE II**	**LOTE III (Elective)**	**LOTE IV (Elective)**

Automotive Technology Worksheet							
Class	**6th**	**7th**	**8th**	**Freshman**	**Sophomore**	**Junior**	**Senior**
1							
2							
3							
4							
5					**Intro to Automotive Technology**	**Automotive Technology I**	**Automotive Technology II**
6						**Automotive Technology I**	**Automotive Technology II**
7							

PENDING STATE BOARD OF EDUCATION AND CCISD POLICY EIF (LOCAL) APPROVAL

CULINARY ARTS

Culinary Arts for all Four Years							
* 2 or 3 credit CTE courses can use PE waiver option, so PE is not included							
Class	**6th**	**7th**	**8th**	**Freshman**	**Sophomore**	**Junior**	**Senior**
1				English I	English II	English III	English IV
2				Algebra I	Geometry	Algebra II	Pre-Calculus
3				Biology	IPC or Chemistry	Chemistry or Physics	Physics or 4th Science
4				World Geography	World History	U.S. History	Government / Economics
5				**Nutrition & Wellness/Elective**	**Careers in Culinary Arts/Restaurant Mgmt**	**Culinary Arts I**	**Culinary Arts II**
6				LOTE I	LOTE II	**Culinary Arts I**	**Culinary Arts II**
7				Technology Applications	Fine Art	Comm App's / Health	Elective

Culinary Arts all Four Years and Fine Arts for Two Years							
* 2 or 3 credit CTE courses can use PE waiver option, so PE is not included							
Class	**6th**	**7th**	**8th**	**Freshman**	**Sophomore**	**Junior**	**Senior**
1				English I	English II	English III	English IV
2				Algebra I	Geometry	Algebra II	Pre-Calculus
3				Biology	IPC or Chemistry	Chemistry or Physics	Physics or 4th Science
4				World Geography	World History	U.S. History	Government / Economics
5				**Nutrition & Wellness/Elective**	**Careers in Culinary Arts/Restaurant Mgmt**	**Culinary Arts I**	**Culinary Arts II**
6				LOTE I	LOTE II	**Culinary Arts I**	**Culinary Arts II**
7				Technology Applications	**Fine Art**	Comm App's / Health	**Fine Art (Elective)**

Culinary Arts for Three Years and Athletics for all Four Years							
Class	**6th**	**7th**	**8th**	**Freshman**	**Sophomore**	**Junior**	**Senior**
1				English I	English II	English III	English IV
2			Algebra I	Geometry	Algebra II	Pre-Calculus	Fine Art
3				Biology	IPC or Chemistry	Chemistry or Physics	Physics or 4th Science
4				World Geography	World History	U.S. History	Government / Economics
5				Technology Applications	**C. Career/R. Management**	**Culinary Arts I**	**Culinary Arts II**
6			LOTE I	LOTE II	Comm App's / Health	**Culinary Arts I**	**Culinary Arts II**
7				**Athletics (PE 1.0)**	**Athletics (PE 0.5/Elec 0.5)**	**Athletics (Local Credit)**	**Athletics (Local Credit)**

Culinary Arts for Three Years and Other Languages for all Four Years							
* 2 or 3 credit CTE courses can use PE waiver option, so PE is not included							
Class	**6th**	**7th**	**8th**	**Freshman**	**Sophomore**	**Junior**	**Senior**
1				English I	English II	English III	English IV
2				Algebra I	Geometry	Algebra II	Pre-Calculus
3				Biology	IPC or Chemistry	Chemistry or Physics	Physics or 4th Science
4				World Geography	World History	U.S. History	Government / Economics
5				Art I	**C. Career/R. Management**	**Culinary Arts I**	**Culinary Arts II**
6				Technology Applications	Comm App's / Health	**Culinary Arts I**	**Culinary Arts II**
7				**LOTE I**	**LOTE II**	**LOTE III (Elective)**	**AP LOTE IV (Elective)**

Culinary Arts Worksheet							
*Nutrition and Food Science/Food Science Technology is optional in freshman year, student can begin program in sophomore year with the Intro to Culinary Arts course.							
Class	**6th**	**7th**	**8th**	**Freshman**	**Sophomore**	**Junior**	**Senior**
1							
2							
3							
4							
5				**Nutrition & Wellness/Elective**	**Careers in Culinary Arts/Restaurant Mgmt**	**Culinary Arts I**	**Culinary Arts II**
6						**Culinary Arts I**	**Culinary Arts II**
7							

PENDING STATE BOARD OF EDUCATION AND CCISD POLICY EIF (LOCAL) APPROVAL

HEALTH SCIENCE TECHNOLOGY

Health Science for all Four Years

2 or 3 credit CTE courses can use PE waiver option, so PE is not included; Health Science Technology I (1.0 credit) waives the 0.5 Health requirement

Class	6th	7th	8th	Freshman	Sophomore	Junior	Senior
1				English I	English II	English III	English IV
2				Algebra I	Geometry	Algebra II	Pre-Calculus
3				Biology	Chemistry	Physics	**Anatomy and Physiology**
4				World Geography	World History	U.S. History	Government / Economics
5				LOTE I	LOTE II	Elective	Comm App's / Elective 0.5
6				**Nutrition & Wellness / Health (or 0.5 elective)**	**Health Science Technology I**	**Health Science Technology II**	**Certified Nursing Assistant or Pharmacy Technician**
7				Fine Art	Technology Applications	**Health Science Technology II**	

Health Science for Three Years and Fine Arts for all Four Years

2 or 3 credit CTE courses can use PE waiver option, so PE is not included; Health Science Technology I (1.0 credit) waives the 0.5 Health requirement

Class	6th	7th	8th	Freshman	Sophomore	Junior	Senior
1				English I	English II	English III	English IV
2			Algebra I	Geometry	Algebra II	Pre-Calculus	Comm App's / 0.5 Elective
3				Biology	Chemistry	Physics	**Anatomy and Physiology**
4				World Geography	World History	U.S. History	Government / Economics
5				Technology Applications	**Health Science Technology I**	**Health Science Technology II**	**Certified Nursing Assistant or Pharmacy Technician**
6				LOTE I	LOTE II	**Health Science Technology II**	
7				**Fine Art**	**Fine Art (Elective)**	**Fine Art (Elective)**	**Fine Art (Elective)**

Health Science for Three Years and Athletics for all Four Years

* Health Science Technology I (1.0 credit) waives the 0.5 Health requirement

Class	6th	7th	8th	Freshman	Sophomore	Junior	Senior
1				English I	English II	English III	English IV
2			Algebra I	Geometry	Algebra II	Pre-Calculus	Fine Art
3				Biology	Chemistry	Physics	**Anatomy and Physiology**
4				World Geography	World History	U.S. History	Government / Economics
5				Technology Applications	**Health Science Technology I**	**Health Science Technology II**	**Certified Nursing Assistant or Pharmacy Technician**
6			LOTE I	LOTE II	Comm App's / 0.5 Elective	**Health Science Technology II**	
7				**Athletics (PE 1.0)**	**Athletics (PE 0.5/Elec 0.5)**	**Athletics (Local Credit)**	**Athletics (Local Credit)**

Health Science for Three Years and Other Languages for all Four Years

2 or 3 credit CTE courses can use PE waiver option, so PE is not included; Health Science Technology I (1.0 credit) waives the 0.5 Health requirement

Class	6th	7th	8th	Freshman	Sophomore	Junior	Senior
1				English I	English II	English III	English IV
2				Algebra I	Geometry	Algebra II	Pre-Calculus
3				Biology	Chemistry	Physics	**Anatomy and Physiology**
4				World Geography	World History	U.S. History	Government / Economics
5				Fine Art	**Health Science Technology I**	**Health Science Technology II**	**Certified Nursing Assistant or Pharmacy Technician**
6				Technology Applications	Comm App's / 0.5 Elective	**Health Science Technology II**	
7				**LOTE I**	**LOTE II**	**LOTE III (Elective)**	**AP LOTE IV (Elective)**

Health Science Worksheet

Class	6th	7th	8th	Freshman	Sophomore	Junior	Senior
1							
2							
3							
4							
5					**Health Science Technology I**	**Health Science Technology II**	**Certified Nursing Assistant or Pharmacy Technician**
6						**Health Science Technology II**	
7							

PENDING STATE BOARD OF EDUCATION AND CCISD POLICY EIF (LOCAL) APPROVAL

ENGINEERING (Project Lead the Way)

Engineering (Project Lead the Way) for all Four Years

*Sequence of Engineering courses meets the Technology Application graduation credit requirement

Class	6th	7th	8th	Freshman	Sophomore	Junior	Senior
1				English I	English II	English III	English IV
2				Algebra I	Geometry	Algebra II	Pre-Calculus
3				Biology	IPC or Chemistry	Chemistry or Physics	Physics or 4th Science
4				World Geography	World History	U.S. History	Government / Economics
5				**Intro to Engineering Design**	**Principles of Engineering**	**Digital Electronics**	**Engineering Design and Development**
6				LOTE I	LOTE II	Comm App's / Health	Fine Art
7				Athletics/PE 1.0	Athletics/PE 0.5/Elective 0.5	Elective	Elective

Engineering (Project Lead the Way) and Fine Arts for all Four Years

*Sequence of Engineering courses meets the Technology Application graduation credit requirement

Class	6th	7th	8th	Freshman	Sophomore	Junior	Senior
1				English I	English II	English III	English IV
2			Algebra I	Geometry	Algebra II	Pre-Calculus	PE 0.5/Elective 0.5
3				Biology	IPC or Chemistry	Chemistry or Physics	Physics or 4th Science
4				World Geography	World History	U.S. History	Government / Economics
5				**Intro to Engineering Design**	**Principles of Engineering**	**Digital Electronics**	**Computer Integrated Manufacturing**
6				Athletics/PE 1.0	LOTE I	LOTE II	Comm App's / Health
7				**Fine Art**	**Fine Art (Elective)**	**Fine Art (Elective)**	**Fine Art (Elective)**

Engineering (Project Lead the Way) and Athletics for all Four Years

*Sequence of Engineering courses meets the Technology Application graduation credit requirement

Class	6th	7th	8th	Freshman	Sophomore	Junior	Senior
1				English I	English II	English III	English IV
2				Algebra I	Geometry	Algebra II	Pre-Calculus
3				Biology	IPC or Chemistry	Chemistry or Physics	Physics or 4th Science
4				World Geography	World History	U.S. History	Government / Economics
5				**Intro to Engineering Design**	**Principles of Engineering**	**Digital Electronics**	**Aerospace Engineering**
6				Fine Art	LOTE I	LOTE II	Comm App's / Health
7				**Athletics (PE 1.0)**	**Athletics (PE 0.5/Elective 0.5)**	**Athletics (Local Credit)**	**Athletics (Local Credit)**

Engineering (Project Lead the Way) and Other Languages for all Four Years

*Sequence of Engineering courses meets the Technology Application graduation credit requirement

Class	6th	7th	8th	Freshman	Sophomore	Junior	Senior
1				English I	English II	English III	English IV
2				Algebra I	Geometry	Algebra II	Pre-Calculus
3				Biology	IPC or Chemistry	Chemistry or Physics	Physics or 4th Science
4				World Geography	World History	U.S. History	Government / Economics
5				**Intro to Engineering Design**	**Principles of Engineering**	**Digital Electronics**	**Civil Engineering and Architecture**
6				Fine Art	**Athletics (PE 1.0)**	**Athletics (PE 0.5/Elective 0.5)**	Comm App's / Health
7				**LOTE I**	**LOTE II**	**LOTE III (Elective)**	**AP LOTE IV (Elective)**

Engineering (Project Lead the Way) Worksheet

Class	6th	7th	8th	Freshman	Sophomore	Junior	Senior
1							
2							
3							
4							
5				**Intro to Engineering Design**	**Principles of Engineering**	**Digital Electronics**	**Engineering Elective**
6							
7							

PENDING STATE BOARD OF EDUCATION AND CCISD POLICY EIF (LOCAL) APPROVAL

AUDIO/VIDEO PRODUCTION

Audio/Video Production for Three Years							
* 2 or 3 credit CTE courses can use PE waiver option, so PE is not included							
*Sequence of CTE courses meets the Technology Applications graduation credit requirement							
Class	**6th**	**7th**	**8th**	**Freshman**	**Sophomore**	**Junior**	**Senior**
1				English I	English II	English III	English IV
2				Algebra I	Geometry	Algebra II	Pre-Calculus
3				Biology	IPC or Chemistry	Chemistry or Physics	Physics or 4th Science
4				World Geography	World History	U.S. History	Government / Economics
5				Fine Art	**Intro to Audio/Video Production**	**Audio/Video Production I**	**Audio/Video Production II**
6				LOTE I	LOTE II		
7				Comm App's / Health	Elective	Elective	Elective

Audio/Video Production for Three Years and Art for Three Years							
* 2 or 3 credit CTE courses can use PE waiver option, so PE is not included							
*Sequence of CTE courses meets the Technology Applications graduation credit requirement							
Class	**6th**	**7th**	**8th**	**Freshman**	**Sophomore**	**Junior**	**Senior**
1				English I	English II	English III	English IV
2			Algebra I	Geometry	Algebra II	Pre-Calculus	Comm App's / Health
3				Biology	IPC or Chemistry	Chemistry or Physics	Physics or 4th Science
4				World Geography	World History	U.S. History	Government / Economics
5				Elective	**Intro to Audio/Video Production**	**Audio/Video Production I**	**Audio/Video Production II**
6				LOTE I	LOTE II		
7				**Fine Art**	**Fine Art (Elective)**	**Fine Art (Elective)**	**Fine Art (Elective)**

Audio/Video Production for Three Years and Athletics for all Four Years							
*Sequence of CTE courses meets the Technology Applications graduation credit requirement							
Class	**6th**	**7th**	**8th**	**Freshman**	**Sophomore**	**Junior**	**Senior**
1				English I	English II	English III	English IV
2			Algebra I	Geometry	Algebra II	Pre-Calculus	Comm App's / Health
3				Biology	IPC or Chemistry	Chemistry or Physics	Physics or 4th Science
4				World Geography	World History	U.S. History	Government / Economics
5				Fine Art	**Intro to Audio/Video Production**	**Audio/Video Production I**	**Audio/Video Production II**
6				LOTE I	LOTE II		
7				**Athletics (PE 1.0)**	**Athletics (PE 0.5/Elec 0.5)**	**Athletics (Local Credit)**	**Athletics (Local Credit)**

Audio/Video Production for Three Years and Other Languages for all Four Years							
* 2 or 3 credit CTE courses can use PE waiver option, so PE is not included							
*Sequence of CTE courses meets the Technology Applications graduation credit requirement							
Class	**6th**	**7th**	**8th**	**Freshman**	**Sophomore**	**Junior**	**Senior**
1				English I	English II	English III	English IV
2				Algebra I	Geometry	Algebra II	Pre-Calculus
3				Biology	IPC or Chemistry	Chemistry or Physics	Physics or 4th Science
4				World Geography	World History	U.S. History	Government / Economics
5				Comm App's / Health	**Intro to Audio/Video Production**	**Audio/Video Production I**	**Audio/Video Production II**
6				Fine Art	Elective		
7				**LOTE I**	**LOTE II**	**LOTE III (Elective)**	**LOTE IV (Elective)**

Audio/Video Production Worksheet							
Class	**6th**	**7th**	**8th**	**Freshman**	**Sophomore**	**Junior**	**Senior**
1							
2							
3							
4							
5					**Intro to Audio/Video Production**	**Audio/Video Production I**	**Audio/Video Production II**
6							
7							

ART

Art for all Four Years							
Class	**6th**	**7th**	**8th**	**Freshman**	**Sophomore**	**Junior**	**Senior**
1				English I	English II	English III	English IV
2				Algebra I	Geometry	Algebra II	Pre-Calculus
3				Biology	IPC or Chemistry	Chemistry or Physics	Physics or 4th Science
4				World Geography	World History	U.S. History	Government / Economics
5				**Art I**	**Art II (Elective)**	**Art III (Elective)**	**Art IV (Elective)**
6				LOTE I	LOTE II	Comm App's / Health	Technology Applications
7				PE (PE 0.5 / Elective 0.5)	PE (1.0)	Elective	AP ART HISTORY

Art all Four Years and another Fine Art (other than Band and Dance) for Two Years							
Class	**6th**	**7th**	**8th**	**Freshman**	**Sophomore**	**Junior**	**Senior**
1				English I	English II	English III	English IV
2				Algebra I	Geometry	Algebra II	Pre-Calculus
3				Biology	IPC or Chemistry	Chemistry or Physics	Physics or 4th Science
4				World Geography	World History	U.S. History	Government / Economics
5				**Art I**	**Art II (Elective)**	**Art III (Elective)**	**Art IV (Elective)**
6				LOTE I	LOTE II	Comm App's / Health	Technology Applications
7				PE (1.0)	PE (PE 0.5 / Elective 0.5)	**Fine Art (Elective)**	**Fine Art (Elective)**

Art and Athletics for all Four Years (Band or Dance could be substituted for Athletics all four years)							
Class	**6th**	**7th**	**8th**	**Freshman**	**Sophomore**	**Junior**	**Senior**
1				English I	English II	English III	English IV
2				Algebra I	Geometry	Algebra II	Pre-Calculus
3				Biology	IPC or Chemistry	Chemistry or Physics	Physics or 4th Science
4				World Geography	World History	U.S. History	Government / Economics
5				**Art I**	**Art II (Elective)**	**Art III (Elective)**	**Art IV (Elective)**
6				LOTE I	LOTE II	Comm App's / Health	Technology Applications
7				**Athletics (PE 1.0)**	**Athletics (PE 0.5/Elec 0.5)**	**Athletics (Local Credit)**	**Athletics (Local Credit)**

Art and Other Languages for all Four Years							
Class	**6th**	**7th**	**8th**	**Freshman**	**Sophomore**	**Junior**	**Senior**
1				English I	English II	English III	English IV
2				Algebra I	Geometry	Algebra II	Pre-Calculus
3				Biology	IPC or Chemistry	Chemistry or Physics	Physics or 4th Science
4				World Geography	World History	U.S. History	Government / Economics
5				**Art I**	**Art II (Elective)**	**Art III (Elective)**	**Art IV (Elective)**
6				PE (1.0)	PE (PE 0.5 / Elective 0.5)	Comm App's / Health	Technology Applications
7				**LOTE I**	**LOTE II**	**LOTE III (Elective)**	**AP LOTE IV (Elective)**

Art, Level I, Pre AP/AP courses and other elective options for all four years							
Class	**6th**	**7th**	**8th**	**Freshman**	**Sophomore**	**Junior**	**Senior**
1				**PreAP English I**	**PreAP English II**	**AP English III**	**AP English IV**
2			**Algebra I**	**PreAP Geometry**	**PreAP Algebra II**	**PreAP Pre-Calculus**	**AP Calculus AB**
3				**PreAP Biology**	**PreAP Chemistry**	**PreAP Physics**	**AP Bio, Chem or Physics**
4				**PreAP World Geog or AP Human Geog**	**PreAP/AP World History**	**AP U.S. History**	**AP Gov / AP Economics**
5				**PreAP Art Painting II**	**AP 2-D Design**	**AP Drawing**	**AP 3-D Design**
6				PE (1.0)	PE (PE 0.5 / Elective 0.5)	Comm App's / Health	Technology Applications
7				**LOTE I**	**LOTE II**	**LOTE III (Elective)**	**AP LOTE IV (Elective)**

Art Four Years Worksheet							
Class	**6th**	**7th**	**8th**	**Freshman**	**Sophomore**	**Junior**	**Senior**
1							
2							
3							
4							
5				**Art I**	**Art II (Elective)**	**Art III (Elective)**	**Art IV (Elective)**
6							
7							

BAND

Band for all Four Years							
Class	**6th**	**7th**	**8th**	**Freshman**	**Sophomore**	**Junior**	**Senior**
1				English I	English II	English III	English IV
2				Algebra I	Geometry	Algebra II	Pre-Calculus
3				Biology	IPC or Chemistry	Chemistry or Physics	Physics or 4th Science
4				World Geography	World History	U.S. History	Government / Economics
5				**Band (FA 1.0; PE W 0.5)**	**Band (PE W 0.5)**	**Band (PE W 0.5)**	**Band (Elective)**
6				LOTE I	LOTE II	Comm App's / Health	Technology Applications
7				Elective	Elective	Elective	Elective
Band all Four Years and another Fine Art (Dance/Choir/Orchestra/Art/Theatre) for Four Years							
Class	**6th**	**7th**	**8th**	**Freshman**	**Sophomore**	**Junior**	**Senior**
1				English I	English II	English III	English IV
2				Algebra I	Geometry	Algebra II	Pre-Calculus
3				Biology	IPC or Chemistry	Chemistry or Physics	Physics or 4th Science
4				World Geography	World History	U.S. History	Government / Economics
5				**Band (FA 1.0; PE W 0.5)**	**Band (PE W 0.5)**	**Band (PE W 0.5)**	**Band (Elective)**
6				LOTE I	LOTE II	Comm App's / Health	Technology Applications
7				**Fine Art (Elective)**	**Fine Art (Elective)**	**Fine Art (Elective)**	**Fine Art (Elective)**
Band and Athletics for all Four Years							
Class	**6th**	**7th**	**8th**	**Freshman**	**Sophomore**	**Junior**	**Senior**
1				English I	English II	English III	English IV
2				Algebra I	Geometry	Algebra II	Pre-Calculus
3				Biology	IPC or Chemistry	Chemistry or Physics	Physics or 4th Science
4				World Geography	World History	U.S. History	Government / Economics
5				**Band (FA 1.0)**	**Band (Elective)**	**Band (Elective)**	**Band (Elective)**
6				LOTE I	LOTE II	Comm App's / Health	Technology Applications
7				**Athletics (PE 1.0)**	**Athletics (PE 0.5/Elec 0.5)**	**Athletics (Local Credit)**	**Athletics (Local Credit)**
Band and Other Languages for all Four Years							
Class	**6th**	**7th**	**8th**	**Freshman**	**Sophomore**	**Junior**	**Senior**
1				English I	English II	English III	English IV
2				Algebra I	Geometry	Algebra II	Pre-Calculus
3				Biology	IPC or Chemistry	Chemistry or Physics	Physics or 4th Science
4				World Geography	World History	U.S. History	Government / Economics
5				**Band (FA 1.0; PE W 0.5)**	**Band (PE W 0.5)**	**Band (PE W 0.5)**	**Band (Elective)**
6				Elective	Elective	Comm App's / Health	Technology Applications
7				**LOTE I**	**LOTE II**	**LOTE III (Elective)**	**AP LOTE IV (Elective)**
Band, Level I, Pre AP/AP courses and other elective options for all four years							
Class	**6th**	**7th**	**8th**	**Freshman**	**Sophomore**	**Junior**	**Senior**
1				**PreAP English I**	**PreAP English II**	**AP English III**	**AP English IV**
2			**Algebra I**	**PreAP Geometry**	**PreAP Algebra II**	**PreAP Pre-Calculus**	**AP Calculus AB**
3				**PreAP Biology**	**PreAP Chemistry**	**PreAP Physics**	**AP Bio, Chem or Physics**
4				**PreAP World Geog or AP Human Geog**	**PreAP/AP World History**	**AP U.S. History**	**AP Gov / AP Economics**
5				**Band (FA 1.0; PE W 0.5)**	**Band (PE W 0.5)**	**Band (PE W 0.5)**	**Band (Elective)**
6				Elective	Elective	Comm App's / Health	Technology Applications
7				LOTE I	LOTE II	LOTE III (Elective)	AP LOTE IV (Elective)
Band Four Year Worksheet							
Class	**6th**	**7th**	**8th**	**Freshman**	**Sophomore**	**Junior**	**Senior**
1							
2							
3							
4							
5				**Band (FA 1.0; PE W 0.5)**	**Band (PE W 0.5)**	**Band (PE W 0.5)**	**Band (Elective)**
6							
7							

PENDING STATE BOARD OF EDUCATION AND CCISD POLICY EIF (LOCAL) APPROVAL

CHOIR

Choir for all Four Years							
Class	**6th**	**7th**	**8th**	**Freshman**	**Sophomore**	**Junior**	**Senior**
1				English I	English II	English III	English IV
2				Algebra I	Geometry	Algebra II	Pre-Calculus
3				Biology	IPC or Chemistry	Chemistry or Physics	Physics or 4th Science
4				World Geography	World History	U.S. History	Government / Economics
5				**Choir**	**Choir (Elective)**	**Choir (Elective)**	**Choir (Elective)**
6				LOTE I	LOTE II	Comm App's / Health	Technology Applications
7				Elective	PE (1.0)	PE (PE 0.5 / Elective 0.5)	Elective
Choir all Four Years and another Fine Art (other than Band and Dance) for Two Years							
Class	**6th**	**7th**	**8th**	**Freshman**	**Sophomore**	**Junior**	**Senior**
1				English I	English II	English III	English IV
2				Algebra I	Geometry	Algebra II	Pre-Calculus
3				Biology	IPC or Chemistry	Chemistry or Physics	Physics or 4th Science
4				World Geography	World History	U.S. History	Government / Economics
5				**Choir**	**Choir (Elective)**	**Choir (Elective)**	**Choir (Elective)**
6				LOTE I	LOTE II	Comm App's / Health	Technology Applications
7				PE (1.0)	PE (PE 0.5 / Elective 0.5)	**Fine Art (Elective)**	**Fine Art (Elective)**
Choir and Athletics for all Four Years							
Class	**6th**	**7th**	**8th**	**Freshman**	**Sophomore**	**Junior**	**Senior**
1				English I	English II	English III	English IV
2				Algebra I	Geometry	Algebra II	Pre-Calculus
3				Biology	IPC or Chemistry	Chemistry or Physics	Physics or 4th Science
4				World Geography	World History	U.S. History	Government / Economics
5				**Choir**	**Choir (Elective)**	**Choir (Elective)**	**Choir (Elective)**
6				LOTE I	LOTE II	Comm App's / Health	Technology Applications
7				**Athletics (PE 1.0)**	**Athletics (PE 0.5/Elec 0.5)**	**Athletics (Local Credit)**	**Athletics (Local Credit)**
Choir and Other Languages for all Four Years							
Class	**6th**	**7th**	**8th**	**Freshman**	**Sophomore**	**Junior**	**Senior**
1				English I	English II	English III	English IV
2				Algebra I	Geometry	Algebra II	Pre-Calculus
3				Biology	IPC or Chemistry	Chemistry or Physics	Physics or 4th Science
4				World Geography	World History	U.S. History	Government / Economics
5				**Choir**	**Choir (Elective)**	**Choir (Elective)**	**Choir (Elective)**
6				PE (1.0)	PE (PE 0.5 / Elective 0.5)	Comm App's / Health	Technology Applications
7				**LOTE I**	**LOTE II**	**LOTE III (Elective)**	**AP LOTE IV (Elective)**
Choir, Level I, Pre AP/AP courses and other elective options for all four years							
Class	**6th**	**7th**	**8th**	**Freshman**	**Sophomore**	**Junior**	**Senior**
1				**PreAP English I**	**PreAP English II**	**AP English III**	**AP English IV**
2			**Algebra I**	**PreAP Geometry**	**PreAP Algebra II**	**PreAP Pre-Calculus**	**AP Calculus AB**
3				**PreAP Biology**	**PreAP Chemistry**	**PreAP Physics**	**AP Bio, Chem or Physics**
4				**PreAP World Geog or AP Human Geog**	**PreAP/AP World History**	**AP U.S. History**	**AP Gov / AP Economics**
5				**Choir**	**Choir (Elective)**	**Choir (Elective)**	**Choir (Elective)**
6				PE (1.0)	PE (PE 0.5 / Elective 0.5)	Comm App's / Health	Technology Applications
7				**LOTE I**	**LOTE II**	**LOTE III (Elective)**	**AP LOTE IV (Elective)**
Choir Four Year Worksheet							
Class	**6th**	**7th**	**8th**	**Freshman**	**Sophomore**	**Junior**	**Senior**
1							
2							
3							
4							
5				**Choir**	**Choir (Elective)**	**Choir (Elective)**	**Choir (Elective)**
6							
7							

DANCE

Dance for all Four Years							
Class	**6th**	**7th**	**8th**	**Freshman**	**Sophomore**	**Junior**	**Senior**
1				English I	English II	English III	English IV
2				Algebra I	Geometry	Algebra II	Pre-Calculus
3				Biology	IPC or Chemistry	Chemistry or Physics	Physics or 4th Science
4				World Geography	World History	U.S. History	Government / Economics
5				**Dance (FA 1.0; PE W 1.0)**	**Dance (PE W 0.5)**	**Dance (Elective)**	**Dance (Elective)**
6				LOTE I	LOTE II	Comm App's / Health	Technology Applications
7				Elective	Electve	Elective	Elective

Dance for Four Years and another Fine Art (Dance/Choir/Orchestra/Art/Theatre) for Four Years							
Class	**6th**	**7th**	**8th**	**Freshman**	**Sophomore**	**Junior**	**Senior**
1				English I	English II	English III	English IV
2				Algebra I	Geometry	Algebra II	Pre-Calculus
3				Biology	IPC or Chemistry	Chemistry or Physics	Physics or 4th Science
4				World Geography	World History	U.S. History	Government / Economics
5				**Dance (FA 1.0; PE W 1.0)**	**Dance (PE W 0.5)**	**Dance (Elective)**	**Dance (Elective)**
6				LOTE I	LOTE II	Comm App's / Health	Technology Applications
7				**Fine Art (Elective)**	**Fine Art (Elective)**	**Fine Art (Elective)**	**Fine Art (Elective)**

Dance and Athletics for all Four Years							
Class	**6th**	**7th**	**8th**	**Freshman**	**Sophomore**	**Junior**	**Senior**
1				English I	English II	English III	English IV
2				Algebra I	Geometry	Algebra II	Pre-Calculus
3				Biology	IPC or Chemistry	Chemistry or Physics	Physics or 4th Science
4				World Geography	World History	U.S. History	Government / Economics
5				**Dance**	**Dance (Elective)**	**Dance (Elective)**	**Dance (Elective)**
6				LOTE I	LOTE II	Comm App's / Health	Technology Applications
7				**Athletics (PE 1.0)**	**Athletics (PE 0.5/Elec 0.5)**	**Athletics (Local Credit)**	**Athletics (Local Credit)**

Dance and Other Languages for all Four Years							
Class	**6th**	**7th**	**8th**	**Freshman**	**Sophomore**	**Junior**	**Senior**
1				English I	English II	English III	English IV
2				Algebra I	Geometry	Algebra II	Pre-Calculus
3				Biology	IPC or Chemistry	Chemistry or Physics	Physics or 4th Science
4				World Geography	World History	U.S. History	Government / Economics
5				**Dance (PE W 1.0)**	**Dance (PE W 0.5)**	**Dance (Elective)**	**Dance (Elective)**
6				Elective	Elective	Comm App's / Health	Technology Applications
7				**LOTE I**	**LOTE II**	**LOTE III (Elective)**	**AP LOTE IV (Elective)**

Dance, Level I, Pre AP/AP courses and other elective options for all four years							
Class	**6th**	**7th**	**8th**	**Freshman**	**Sophomore**	**Junior**	**Senior**
1				**PreAP English I**	**PreAP English II**	**AP English III**	**AP English IV**
2			**Algebra I**	**PreAP Geometry**	**PreAP Algebra II**	**PreAP Pre-Calculus**	**AP Calculus AB**
3				**PreAP Biology**	**PreAP Chemistry**	**PreAP Physics**	**AP Bio, Chem or Physics**
4				**PreAP World Geog or AP Human Geog**	**PreAP/AP World History**	**AP U.S. History**	**AP Gov / AP Economics**
5				**Dance (PE W 1.0)**	**Dance (PE W 0.5)**	**Dance (Elective)**	**Dance (Elective)**
6				Elective	Elective	Comm App's / Health	Technology Applications
7				**LOTE I**	**LOTE II**	**LOTE III (Elective)**	**AP LOTE IV (Elective)**

Dance Four Year Worksheet							
Class	**6th**	**7th**	**8th**	**Freshman**	**Sophomore**	**Junior**	**Senior**
1							
2							
3							
4							
5				**Dance (PE W 1.0)**	**Dance (PE 0.5)**	**Dance (Elective)**	**Dance (Elective)**
6							
7							

PENDING STATE BOARD OF EDUCATION AND CCISD POLICY EIF (LOCAL) APPROVAL

ORCHESTRA

Orchestra for all Four Years							
Class	**6th**	**7th**	**8th**	**Freshman**	**Sophomore**	**Junior**	**Senior**
1				English I	English II	English III	English IV
2				Algebra I	Geometry	Algebra II	Pre-Calculus
3				Biology	IPC or Chemistry	Chemistry or Physics	Physics or 4th Science
4				World Geography	World History	U.S. History	Government / Economics
5				**Orchestra**	**Orchestra (Elective)**	**Orchestra (Elective)**	**Orchestra (Elective)**
6				LOTE I	LOTE II	Comm App's / Health	Technology Applications
7				Elective	PE (1.0)	PE (PE 0.5 / Elective 0.5)	Elective
Orchestra all Four Years and another Fine Art (other than Band and Dance) for Two Years							
Class	**6th**	**7th**	**8th**	**Freshman**	**Sophomore**	**Junior**	**Senior**
1				English I	English II	English III	English IV
2				Algebra I	Geometry	Algebra II	Pre-Calculus
3				Biology	IPC or Chemistry	Chemistry or Physics	Physics or 4th Science
4				World Geography	World History	U.S. History	Government / Economics
5				**Orchestra**	**Orchestra (Elective)**	**Orchestra (Elective)**	**Orchestra (Elective)**
6				LOTE I	LOTE II	Comm App's / Health	Technology Applications
7				PE (1.0)	PE (PE 0.5 / Elective 0.5)	**Fine Art (Elective)**	**Fine Art (Elective)**
Orchestra and Athletics for all Four Years							
Class	**6th**	**7th**	**8th**	**Freshman**	**Sophomore**	**Junior**	**Senior**
1				English I	English II	English III	English IV
2				Algebra I	Geometry	Algebra II	Pre-Calculus
3				Biology	IPC or Chemistry	Chemistry or Physics	Physics or 4th Science
4				World Geography	World History	U.S. History	Government / Economics
5				**Orchestra**	**Orchestra (Elective)**	**Orchestra (Elective)**	**Orchestra (Elective)**
6				LOTE I	LOTE II	Comm App's / Health	Technology Applications
7				**Athletics (PE 1.0)**	**Athletics (PE 0.5/Elec 0.5)**	**Athletics (Local Credit)**	**Athletics (Local Credit)**
Orchestra and Other Languages for all Four Years							
Class	**6th**	**7th**	**8th**	**Freshman**	**Sophomore**	**Junior**	**Senior**
1				English I	English II	English III	English IV
2				Algebra I	Geometry	Algebra II	Pre-Calculus
3				Biology	IPC or Chemistry	Chemistry or Physics	Physics or 4th Science
4				World Geography	World History	U.S. History	Government / Economics
5				**Orchestra**	**Orchestra (Elective)**	**Orchestra (Elective)**	**Orchestra (Elective)**
6				PE (1.0)	PE (PE 0.5 / Elective 0.5)	Comm App's / Health	Technology Applications
7				**LOTE I**	**LOTE II**	**LOTE III (Elective)**	**AP LOTE IV (Elective)**
Orchestra, Level I, Pre AP/AP courses and other elective options for all four years							
Class	**6th**	**7th**	**8th**	**Freshman**	**Sophomore**	**Junior**	**Senior**
1				**PreAP English I**	**PreAP English II**	**AP English III**	**AP English IV**
2			**Algebra I**	**PreAP Geometry**	**PreAP Algebra II**	**PreAP Pre-Calculus**	**AP Calculus AB**
3				**PreAP Biology**	**PreAP Chemistry**	**PreAP Physics**	**AP Bio, Chem or Physics**
4				**PreAP World Geog or AP Human Geog**	**PreAP/AP World History**	**AP U.S. History**	**AP Gov / AP Economics**
5				**Orchestra**	**Orchestra (Elective)**	**Orchestra (Elective)**	**Orchestra (Elective)**
6				PE (1.0)	PE (PE 0.5 / Elective 0.5)	Comm App's / Health	Technology Applications
7				**LOTE I**	**LOTE II**	**LOTE III (Elective)**	**AP LOTE IV (Elective)**
Orchestra Four Years Worksheet							
Class	**6th**	**7th**	**8th**	**Freshman**	**Sophomore**	**Junior**	**Senior**
1							
2							
3							
4							
5				**Orchestra**	**Orchestra (Elective)**	**Orchestra (Elective)**	**Orchestra (Elective)**
6							
7							

PENDING STATE BOARD OF EDUCATION AND CCISD POLICY EIF (LOCAL) APPROVAL

THEATRE

Theatre for all Four Years							
Class	**6th**	**7th**	**8th**	**Freshman**	**Sophomore**	**Junior**	**Senior**
1				English I	English II	English III	English IV
2				Algebra I	Geometry	Algebra II	Pre-Calculus
3				Biology	IPC or Chemistry	Chemistry or Physics	Physics or 4th Science
4				World Geography	World History	U.S. History	Government / Economics
5				**Theatre**	**Theatre (Elective)**	**Theatre (Elective)**	**Theatre (Elective)**
6				LOTE I	LOTE II	Comm App's / Health	Technology Applications
7				Elective	PE (1.0)	PE (PE 0.5 / Elective 0.5)	Elective
Theatre all Four Years and another Fine Art (other than Band and Dance) for Two Years							
Class	**6th**	**7th**	**8th**	**Freshman**	**Sophomore**	**Junior**	**Senior**
1				English I	English II	English III	English IV
2				Algebra I	Geometry	Algebra II	Pre-Calculus
3				Biology	IPC or Chemistry	Chemistry or Physics	Physics or 4th Science
4				World Geography	World History	U.S. History	Government / Economics
5				**Theatre**	**Theatre (Elective)**	**Theatre (Elective)**	**Theatre (Elective)**
6				LOTE I	LOTE II	Comm App's / Health	Technology Applications
7				PE (1.0)	PE (PE 0.5 / Elective 0.5)	**Fine Art (Elective)**	**Fine Art (Elective)**
Art and Athletics for all Four Years (Band or Dance could be substituted for Athletics)							
Class	**6th**	**7th**	**8th**	**Freshman**	**Sophomore**	**Junior**	**Senior**
1				English I	English II	English III	English IV
2				Algebra I	Geometry	Algebra II	Pre-Calculus
3				Biology	IPC or Chemistry	Chemistry or Physics	Physics or 4th Science
4				World Geography	World History	U.S. History	Government / Economics
5				**Art**	**Art (Elective)**	**Art (Elective)**	**Art (Elective)**
6				LOTE I	LOTE II	Comm App's / Health	Technology Applications
7				**Athletics (PE 1.0)**	**Athletics (PE 0.5/Elec 0.5)**	**Athletics (Local Credit)**	**Athletics (Local Credit)**
Theatre and Other Languages for all Four Years							
Class	**6th**	**7th**	**8th**	**Freshman**	**Sophomore**	**Junior**	**Senior**
1				English I	English II	English III	English IV
2				Algebra I	Geometry	Algebra II	Pre-Calculus
3				Biology	IPC or Chemistry	Chemistry or Physics	Physics or 4th Science
4				World Geography	World History	U.S. History	Government / Economics
5				**Theatre**	**Theatre (Elective)**	**Theatre (Elective)**	**Theatre (Elective)**
6				PE (1.0)	PE (PE 0.5 / Elective 0.5)	Comm App's / Health	Technology Applications
7				**LOTE I**	**LOTE II**	**LOTE III (Elective)**	**AP LOTE IV (Elective)**
Theatre, Level I, Pre AP/AP courses and other elective options for all four years							
Class	**6th**	**7th**	**8th**	**Freshman**	**Sophomore**	**Junior**	**Senior**
1				**PreAP English I**	**PreAP English II**	**AP English III**	**AP English IV**
2			**Algebra I**	**PreAP Geometry**	**PreAP Algebra II**	**PreAP Pre-Calculus**	**AP Calculus AB**
3				**PreAP Biology**	**PreAP Chemistry**	**PreAP Physics**	**AP Bio, Chem or Physics**
4				**PreAP World Geog or AP Human Geog**	**PreAP/AP World History**	**AP U.S. History**	**AP Gov / AP Economics**
5				**Theatre**	**Theatre (Elective)**	**Theatre (Elective)**	**Theatre (Elective)**
6				PE (1.0)	PE (PE 0.5 / Elective 0.5)	Comm App's / Health	Technology Applications
7				**LOTE I**	**LOTE II**	**LOTE III (Elective)**	**AP LOTE IV (Elective)**
Theatre Four Years Worksheet							
Class	**6th**	**7th**	**8th**	**Freshman**	**Sophomore**	**Junior**	**Senior**
1							
2							
3							
4							
5				**Theatre (FA 1.0)**	**Theatre (Elective)**	**Theatre (Elective)**	**Theatre (Elective)**
6							
7							

PENDING STATE BOARD OF EDUCATION AND CCISD POLICY EIF (LOCAL) APPROVAL

MILITARY SCIENCE—ROTC

ROTC for all Four Years							
Class	**6th**	**7th**	**8th**	**Freshman**	**Sophomore**	**Junior**	**Senior**
1				English I	English II	English III	English IV
2				Algebra I	Geometry	Algebra II	Pre-Calculus
3				Biology	IPC or Chemistry	Chemistry or Physics	Physics or 4th Science
4				World Geography	World History	U.S. History	Government / Economics
5				**ROTC I (PE W 1.0)**	**ROTC II (PE W 0.5)**	**ROTC III**	**ROTC IV**
6				LOTE I	LOTE II	Comm App's / Health	Technology Applications
7				Fine Art	Elective	Elective	Elective
ROTC all Four Years and another Fine Art (other than Band and Dance) for Two Years							
Class	**6th**	**7th**	**8th**	**Freshman**	**Sophomore**	**Junior**	**Senior**
1				English I	English II	English III	English IV
2				Algebra I	Geometry	Algebra II	Pre-Calculus
3				Biology	IPC or Chemistry	Chemistry or Physics	Physics or 4th Science
4				World Geography	World History	U.S. History	Government / Economics
5				**ROTC I (PE W 1.0)**	**ROTC II (PE W 0.5)**	**ROTC III**	**ROTC IV**
6				LOTE I	LOTE II	Comm App's / Health	Elective
7				Fine Art	Fine Art (Elective)	Technology Applications	Elective
ROTC and Athletics for Three Years (Band or Dance could be substituted for Athletics)							
Class	**6th**	**7th**	**8th**	**Freshman**	**Sophomore**	**Junior**	**Senior**
1				English I	English II	English III	English IV
2				Algebra I	Geometry	Algebra II	Pre-Calculus
3				Biology	IPC or Chemistry	Chemistry or Physics	Physics or 4th Science
4				World Geography	World History	U.S. History	Government / Economics
5				**ROTC I**	**ROTC II**	**ROTC III**	**ROTC IV**
6				LOTE I	LOTE II	Comm App's / Health	Technology Applications
7				Fine Art	**Athletics (PE 1.0)**	**Athletics (PE 0.5/Elec 0.5)**	**Athletics (Local Credit)**
ROTC and Other Languages for all Four Years							
Class	**6th**	**7th**	**8th**	**Freshman**	**Sophomore**	**Junior**	**Senior**
1				English I	English II	English III	English IV
2				Algebra I	Geometry	Algebra II	Pre-Calculus
3				Biology	IPC or Chemistry	Chemistry or Physics	Physics or 4th Science
4				World Geography	World History	U.S. History	Government / Economics
5				**ROTC I (PE W 1.0)**	**ROTC II (PE W 0.5)**	**ROTC III**	**ROTC IV**
6				Fine Art	Technology Applications	Comm App's / Health	Elective
7				**LOTE I**	**LOTE II**	**LOTE III (Elective)**	**AP LOTE IV (Elective)**
ROTC, Level I, Pre AP/AP courses and other elective options for all four years							
Class	**6th**	**7th**	**8th**	**Freshman**	**Sophomore**	**Junior**	**Senior**
1				**PreAP English I**	**PreAP English II**	**AP English III**	**AP English IV**
2			**Algebra I**	**PreAP Geometry**	**PreAP Algebra II**	**PreAP Pre-Calculus**	**AP Calculus AB**
3				**PreAP Biology**	**PreAP Chemistry**	**PreAP Physics**	**AP Bio, Chem or Physics**
4				**PreAP World Geog or AP Human Geog**	**PreAP/AP World History**	**AP U.S. History**	**AP Gov / AP Economics**
5				**ROTC I (PE W 1.0)**	**ROTC II (PE W 0.5)**	**ROTC III**	**ROTC IV**
6				Fine Art	Technology Applications	Comm App's / Health	Elective
7				**LOTE I**	**LOTE II**	**LOTE III (Elective)**	**AP LOTE IV (Elective)**
ROTC Four Years Worksheet							
Class	**6th**	**7th**	**8th**	**Freshman**	**Sophomore**	**Junior**	**Senior**
1							
2							
3							
4							
5				**ROTC I (PE W 1.0)**	**ROTC II (PE W 0.5)**	**ROTC III**	**ROTC IV**
6							
7							

FOCUS ON THE FUTURE…

As You Develop Your Graduation Plan Today

KNOW ABOUT CAREERS

You probably will not be ready for several years to choose a specific career. In planning your high school program, however, you will need to consider courses which seem interesting to you. You will need to know about the education required for careers that are of interest to you. Clear Creek ISD is committed to providing all students with the foundation to be successful in any career choice. With the rapid changes in information and technology, many of the careers our students will be employed in have not yet even been developed. Select your courses wisely to help prepare yourself for the challenges of 21st century jobs.

CAREER PLANNING

Entering high school will be an important step for you. You will be meeting new students, teachers, principals, and other faculty members. Most likely, you also will have to learn about the rules of a new school and find your way around a larger school building. You will take new courses and start new activities. You will find that you will be expected to take more responsibility for your own decisions, school work, and actions.

An important part of your responsibilities in high school will be to choose and take courses to prepare yourself for the future. Remember, your high school program and your success in it will affect what you may do after you graduate.

THINK ABOUT YOUR FUTURE

Perhaps you have already begun to think about what to do after high school. You may be considering going to college. You may be wondering about attending another type of school, such as a technical school. You may be thinking of preparing for a job or for military service. Perhaps you may not be sure what you want to do.

MANY CAREERS REQUIRE EDUCATION AFTER HIGH SCHOOL

You do not have to make a final decision now about your plans after high school. You are still growing and changing. You may need time to explore many possibilities before deciding what you will do. You will; however, have to choose a high school program of studies. In choosing your program, it is important to remember that many careers require a college education or further vocational/technical training after high school.

WHO CAN HELP YOU CHOOSE YOUR PROGRAM OF STUDIES?

Your parents may be your best advisers in choosing a high school program of studies. They understand your personality and abilities. They know your interests, likes, dislikes, and strengths. They also can tell you about things they have learned from their own education and work, which can help you in making decisions. After you and your parents have read this booklet, talk with them. Discuss with them your thoughts and concerns about high school and your future.

Your school counselor can assist you to better understand your goals, high school programs, and careers. Be sure to meet with your counselor for help in deciding which direction to take in high school. Students are encouraged to utilize the career/college center in their school. Be sure to check the Internet for valuable sources.

You can get ideas from your teachers about high school programs which might be best for you. They know the work you have done in their subjects and will be able to make suggestions about your program of studies. Talk with your principal, too. The advice of your teachers and principal can be very useful to you in making your choices.

Other people, who know you well, such as your relatives and friends, can also help you. Consider getting their ideas.

There may be some careers that seem interesting to you. If there are, talk with people in those careers to get information for planning your program of studies. They can tell you about their work and the kind of education needed for it. You may want to use this information in choosing the program and courses you will take.

KNOW ABOUT YOURSELF

To make wise choices, you also will need to understand yourself and your goals for the future. It is important, therefore, to take time to learn more about yourself. Here are some questions to consider which can help you understand yourself better.

My Abilities

In which subjects do I do well in school? _____

What do I do well outside of school? _____

Which talents do I have? (Play a musical instrument, sing, paint, dance, act, write or other talents)

_____

Which sport or sports do I play well? _____

My Interests

Which subjects are most interesting to me in school? _____

Which activities are most interesting to me in school? _____

Which activities are most interesting to me outside of school? _____

What are my hobbies? _____

My Attitudes

What is important to me in my life? _____

Which people are important to me? _____

Which activities are important to me? _____

Which possessions are important to me? _____

My Likes

Which subjects do I like in school? _____

Which activities do I like in school? _____

Which activities do I like outside of school? _____

Do I like to be with other people much of the time? _____

Do I like to be alone much of the time? _____

Do I enjoy working with my hands? _____

Do I enjoy working in a group? _____

Do I enjoy reading? _____

My Goals

What do I want to accomplish in high school? _____

What might I want to do after high school? _____

Ask yourself these questions and others of this kind. Do not be upset if you have trouble answering some of them. As you get older, your ideas and goals will become clearer. Talking with your counselor, parents, teachers, and friends can help you get a clearer picture of yourself.

HELPFUL HINTS FOR CAREER PLANNING

All high schools in Clear Creek ISD offer some career programs that are a combination of classroom courses and work experience. If you plan to participate in one of the work-based learning career programs, the following steps will help you to present yourself to prospective employers in a professional way. These steps can also be helpful if you simply plan to work part-time during high school.

- Select several career areas.
- Locate sources of job information in these areas.
- Take a personal inventory.
- Make a job-skill inventory.
- Match job skills required with your abilities and interests.
- Use the aptitude and career assessment software available in the school library or career center.
- Check Internet career sites.
- Plan your school program to prepare you for your chosen career. (A student, parent/guardian, guidance counselor conference is encouraged.)
- Check the Career and Technical Education program offerings at your school and at the Career Center.
- Practice filling out applications for employment, writing letters of application, and preparing a resume.
- Make an appointment for an interview.
- Prepare yourself for the interview: (a) read information on job interview techniques; (b) find out all you can about the business or industry that is involved.
- Select at least three people who know your qualifications and ask permission to use them as references. (Do not use relatives.)

NAVIANCE FAMILY CONNECTION

Naviance Family Connection is a web-based service designed especially for students and parents. Naviance Family Connection is a comprehensive website that you can use to help in making decisions about colleges, scholarships and careers. Naviance Family Connection is linked with Counselor's Office, a service that is used to track and analyze data about college and career plans. It provides up-to-date information that is specific to your school.

Naviance Family Connection will allow students and parents to:

Get involved in the planning and advising process – Order transcripts; Build a résumé, complete on-line surveys, and manage timelines and deadlines for making decisions about colleges and careers;
Research careers – Naviance Family Connection offers the "Career Interest Profiler" as an on-line career interest assessment for students based on Holland's interest codes. The "Do What You Are" feature begins with a personality inventory and concludes with a report describing the student's personality type, potential careers, and related majors. The results link students directly to detailed career profiles, which include educational requirements, salary data, and in some cases even multimedia presentations. Students may also link directly to the college database to find colleges that offer an educational path to each career;
Take a Learning Style Inventory – The innovative Learning Style Inventory gives important insights about how students learn in order to help each student achieve maximum potential. The tool assesses the following dimensions that affect a students' learning: Immediate environment; Emotionality; Sociological needs; and Physical needs;
Research colleges – Compare GPA, standardized test scores, and other statistics to actual historical data from our school for students who have applied and been admitted in the past;
Sign up for college visits – Find out which colleges are visiting our school and sign up to attend those sessions;
Apply for Scholarships – Check the most up-to-date list of scholarships that are on the local, state and national level; and
Study for SAT/ACT using Method Test Prep – An online course that will help you build your math, reading, writing, and SAT/ACT test prep skills. Through your school's Naviance Family Connection site, you will be able to complete the course and track all of the work you complete. Method Test Prep uses proven strategies that are clear and easy to understand for any type of learner and students have seen measurable progress using the course.

Naviance Family Connection also lets us share information with you about meetings and events, local scholarship opportunities, and other web resources for college and career information. You can also use the site to send your counselor an e-mail message.

We will provide parents and students with a personal access code and instructions for accessing Naviance Family Connection. In order to logon, you must go through your campus home page:
Clear Brook High School – **https://connection.naviance.com/clearbrookhs**
Clear Creek High School – **https://connection.naviance.com/clearcreekhs**
Clear Falls High School – **https://connection.naviance.com/clearfallshs**
Clear Horizons Early College High School – **https://connection.naviance.com/clearhorizons**
Clear Lake High School – **https://connection.naviance.com/clearlakehs**
Clear Springs High School – **https://connection.naviance.com/clearsprings**
Clear View Education Center – **https://connection.naviance.com/clearviewtx**

We hope that you will find this resource helpful. If you have further questions about Naviance Family Connection, please contact your guidance counselor.

LEADING THE WAY WITH SMALLER LEARNING COMMUNITIES

To meet the needs of the 21st-century learner, Clear Creek ISD transformed the structure of high school campuses into smaller learning communities (SLC). Clear View Education Center and Clear Horizons Early College High School are stand-alone SLCs, while Clear Brook HS, Clear Creek HS, Clear Falls HS, Clear Lake HS and Clear Springs HS use the SLC structure to organize the large campuses.

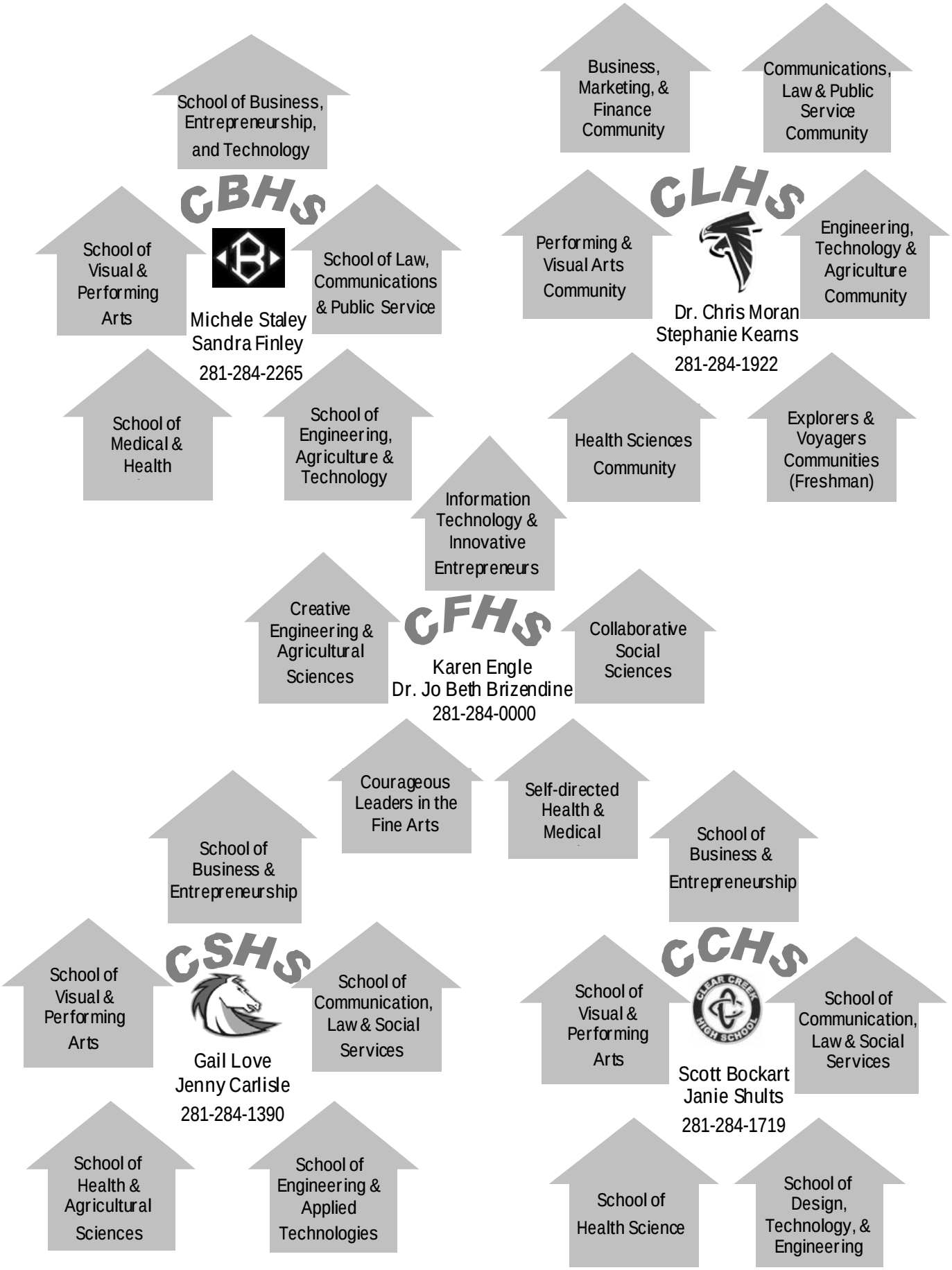
The philosophy of teachers in CCISD is to educate every student, meeting students at their current academic, social, and emotional level and facilitating their growth to become successful graduates with concrete plans for the future. CCISD is considered a 'Champion of Excellence', and to continue this tradition, students not only master curricular content, they are provided multiple opportunities to practice 21st-century skills within their SLC.

Students are active participants in selecting their smaller learning community as well as in the learning process. Student selection of an SLC is based on individual interest to ensure participation in lessons that are rigorous, relevant and use authentic application of knowledge and skills.

The components of SLCs used in CCISD include:

1. Advisory
    a. Interest-based by grade level
    b. Students and teachers generally remain together throughout the students' years in high school.
    c. Advisory classes meet weekly
    d. The advisor acts as an academic mentor
2. Relevancy Experiences
    a. Interest-based guest speakers
    b. Community service
    c. Field trips
    d. Career fairs
    e. Intramurals
3. Academic Communities
    a. Five SLCs of approximately 600 students, 30 teachers, an assistant principal and a counselor
    b. Teachers, assistant principal and counselor take collective responsibility, in partnership with the parent and student, for the success of each student
    c. Relevancy connections are made across the curriculum to meet the interest of students

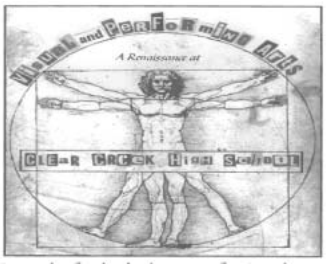
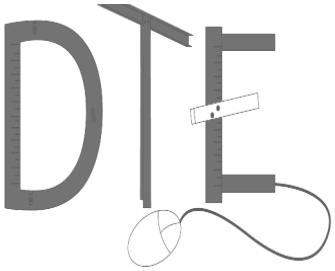
Students are encouraged to take an elective course and an advanced grade point course within their chosen SLC each school year.


School of Business, Entrepreneurship, and Technology
CBHS
School of Visual & Performing Arts
School of Law, Communications & Public Service
Michele Staley
Sandra Finley
281-284-2265
School of Medical & Health
School of Engineering, Agriculture & Technology
Business, Marketing, & Finance Community
Communications, Law & Public Service Community
CLHS
Performing & Visual Arts Community
Engineering, Technology & Agriculture Community
Dr. Chris Moran
Stephanie Kearns
281-284-1922
Health Sciences Community
Explorers & Voyagers Communities (Freshman)
Information Technology & Innovative Entrepreneurs
Creative Engineering & Agricultural Sciences
CFHS
Collaborative Social Sciences
Karen Engle
Dr. Jo Beth Brizendine
281-284-0000
Courageous Leaders in the Fine Arts
Self-directed Health & Medical
School of Business & Entrepreneurship
School of Business & Entrepreneurship
School of Visual & Performing Arts
CSHS
School of Communication, Law & Social Services
Gail Love
Jenny Carlisle
281-284-1390
School of Health & Agricultural Sciences
School of Engineering & Applied Technologies
CCHS
School of Visual & Performing Arts
School of Communication, Law & Social Services
Scott Bockart
Janie Shults
281-284-1719
School of Health Science
School of Design, Technology, & Engineering

CLEAR BROOK HIGH SCHOOL
SMALLER LEARNING COMMUNITIES

	School of Business, Entrepreneurship, and Technology	The School of Business, Entrepreneurship, and Technology will appeal to those who enjoy "The Apprentice" and dream of business ownership. With many interactive and online experiences, this school provides numerous learning opportunities for students interested in pursuing careers in business, financial, and technological environments. The business, marketing, and finance Career Preparation courses offer the chance to be employed while receiving school credit.
	School of Law, Communications, and Public Service	The School of Law, Communications, and Public Service is designed for students who enjoy helping others, caring for children, debating current issues, writing articles, and presenting speeches or projects. This SLC will give students an opportunity to discover historical facts, and begin tying current trends to past events, teaching, studying cultures and societies, interacting with other cultures, interpreting for the deaf, and participating in military activities. Students may discover how to analyze the mass media with a critical eye while developing the skills to express personal ideas clearly and forcefully.
	School of Engineering, Agriculture, and Technology	The School of Engineering, Agriculture, and Technology includes courses for students who are interested in problem-solving, investigation, technical design, computer hardware and software, science and/or applied math. Hands-on activities and experiential learning are incorporated into all classes. Engineers might wear hard hats, but they're just as likely to be the ones making the pitch for improvement to corporate or community leaders. It is even more likely that the engineers are the corporate or community leaders, people that others look to for guidance and solutions and who are rewarded for their expertise.
	School of Medical and Health Science	Maybe you've always pictured yourself in the exciting, dynamic field of healthcare - working side-by-side with other medical professionals, making a real difference in the lives you touch. The School of Medical and Health Science is designed for students who are interested in how the human body and mind work, and are interested in staying fit and healthy through good nutrition, personal fitness, and athletics. Students who are interested in child development and growth will also be interested in this SLC.
	School of Visual and Performing Arts	The School of Visual and Performing Arts is a natural fit for students interested in painting, drawing, sculpting, designing, landscaping, performing, music, singing, dancing, producing, or filming. Students may explore their artistic identity through course experiences as diverse as perspective, composition, voice control, film, oil painting, design and sculpture. In these courses, students learn the utility and practice of various art forms, the effective use of fine arts media and the history of work in their chosen field.

CLEAR CREEK HIGH SCHOOL
SMALLER LEARNING COMMUNITIES

	**School of Communications, Law and Social Services**	The School of Communications, Law, and Social Services includes courses for students whose interests range from politics, law, and education, to public service and journalism. Students experience political communication, global communication, visual communication, culture, society and communication, children and the media, as well as new media and information technologies, with interests extending beyond the classroom. Courses offered within this school cover journalism, military science, government, law, and public service.
	**School of Visual and Performing Arts**	The School of Visual and Performing Arts includes courses for students interested in artistic production, instrumental and vocal music, theater arts, and dance. This school appeals to students who want to expand their creative and performance abilities and to sharpen those skills into a future filled with interesting possibilities. It is never too early to start thinking about your professional goals and how you can incorporate your personality, talents, passion, interests, and values into the work that you do. Let your innovation and creative side prosper in the VPA SLC.
	**School of Business and Entrepreneurship**	The School of Business and Entrepreneurship offers a wide range of courses for students interested in management, business administration, international trade, accounting, entrepreneurship, and marketing. Whether you want to build your own business, market a toy company's products, advertise an airline's services, manage a hotel or restaurant, spearhead a hospital's administration, oversee a local brewery's computer systems, supervise a U.S. manufacturer's plant overseas, buy and sell real estate, manage a bank, or work for the FBI or CIA, exploring the field of business and entrepreneurship will help you achieve your goals. The courses combine technology with problem-solving applications and projects.
	**School of Design, Technology and Engineering**	The School of Design, Technology, and Engineering offers a wide range of courses for students who are interested in everything from interior design to environmental science. This school would appeal to students who enjoy problem solving, are interested in using their imagination to create new products, and who use technology to design, develop, install, and maintain systems. Engineers figure out the best way to get products from the drawing board to the manufacturing line and then from factory to store, just in time to keep companies competitive but not so they are bogged down in too much space-wasting, cost-eating inventory.
	**School of Health Science**	The School of Health Science includes courses for students who are interested in helping others, working in the medical field, and researching innovative medical issues. The health sciences encompass disease prevention, health promotion and the provision of health care appropriate to different stages in the life cycle. This school also appeals to students who are interested in caring for people or animals.

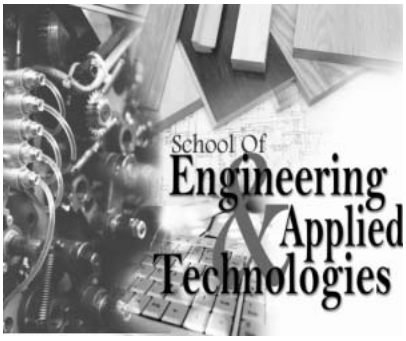
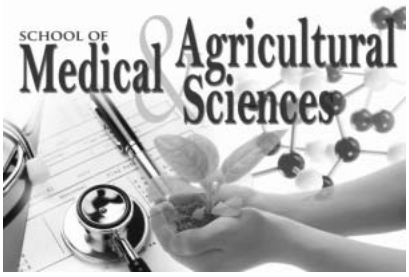
CLEAR FALLS HIGH SCHOOL
SMALLER LEARNING COMMUNITIES

Information Technology & Innovative Entrepreneurs	Want to be the BOSS? Want to transform the world or travel? Choose this SLC if you are interested in being a leader in the business world and/or information technology revolution. The Information Technology & Innovative Entrepreneurs SLC will prepare graduates to pursue a variety of careers. Examples include account executives, restaurant managers, data communications analysts, insurance appraisers, business owners, retail salespersons, information systems managers, operations managers, human resources managers, advertising executives, entrepreneurs, recreational event organizers, auditors, game programmers, financial managers, travel-related specialists, web designers, treasurers, inventory clerks, investment advisor, chief technology officers, administrative assistants, technology security specialists, public relations managers, tellers, brand managers, product planners, computer programmers, and network administrators. In this SLC, students will learn of the global possibilities that match their interest.
Collaborative Social Sciences	Want to shape the future? Interested in current events? The Collaborative Social Sciences SLC includes disciplines such as political science, communications, human services, education, law, and sociology. Students may prepare to be a public official, public servant, educator, publisher, or the news analysts that reports on their activities. Also included in this SLC are courses that prepare graduates for employment in careers related to families and human needs.
Self-directed Health & Medical Leaders	Want to find a cure for a disease? Like to solve medical mysteries? The Self-directed Health and Medical Leaders SLC will prepare graduates to work in the largest and fastest-growing industry in the United States. This SLC orients students to careers that promote health, wellness, and diagnosis as well as treat injuries and diseases. Graduates may choose to pursue careers in biotechnology and research or work in various locations like hospitals, medical or dental offices or laboratories, cruise ships, medivac units, sports arenas, space centers, or within the community.
Courageous Leaders in the Fine Arts	Want to perform on the world's stage? Like to take pictures of unusual things? The Courageous Leaders in the Fine Arts prepares graduates for a variety of post-secondary careers. Examples are a sculptor, professional dancer, cartoonist, conductor, animator, playwright, art director, lighting designer, commercial photographer, scriptwriter, and animator. The opportunities for students in this SLC are limited only by their imagination.
Creative Engineering & Agricultural Sciences	Want to create things with your hands? Like to manage and move people? The Creative Engineering and Agricultural Sciences SLC prepare graduates for a variety of career opportunities that include architecture and construction; forestry and veterinary medicine; environmental science and engineering; and the high-growth fields of transportation, distribution, and logistics. This SLC is for students that like to find a way to make life better for others and to find new methods for addressing reoccurring challenges.

CLEAR LAKE HIGH SCHOOL
SMALLER LEARNING COMMUNITIES

	**Business, Marketing, & Finance Community**	The world of business, marketing and finance is changing at a rapid rate. Students in this community have a range of interest and opportunity. Whether your interest lies in Entrepreneurship, Accounting, Business Management, Sales or International Markets you will find courses in the Business, Marketing and Finance community that will spark your interest and prepare you for opportunities to pursue your interest into college and beyond. Creative thinking, problem solving skills, networking and communication skills are some of the areas of proficiency and competency students will develop through the opportunities in the Business, Marketing, and Finance SLC.
	**Communications, Law, & Public Service Community**	The Communications, Law, and Public Service Community includes oral, written, and visual communication activities that will allow students to become successful leaders in various career paths. Students learn about the nature and effects of communication on the individual, social groups and society. Students also learn about the practice of journalism and mass media and the impact of media on society; public policy and understanding; and the planning and development of public information systems. This SLC is also for students who want to make a difference in the world, have an impact on national and international problems–and build a good life for you at the same time through public service as well as those interested in the legal field.
	**Engineering, Technology, & Agriculture Community**	The Engineering, Technology, and Agriculture Community is dedicated to deepening its students' ability to apply fundamental, proven scientific principles in order to better solve an array of practical problems through the careful planning, production, and further improvement of the necessary systems and products. As a community we strive to provide educational opportunities for students to explore, create, design, and implement these innovative solutions to the world's increasing variety of complex challenges.
	**Health Sciences Community**	While popular culture lends to the notion that the health sciences consists of doctors and nurses, the truth couldn't be further. The World Health Organization defines health as the "state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity." It takes much more than doctors and nurses to achieve this. The Health Sciences Community is involved in studying the latest in medical research and care, and emergency services for people and animals. This SLC includes courses the study of sports medicine as well as anatomy and physiology.
	**Performing & Visual Arts Community**	While images of Andy Warhol's soup cans and Broadway's latest star may come to mind, everyday industries like marketing and publishing need arts graduates! The Performing and Visual Arts Community focuses on music, art, theatre, dance and design. Students will have the opportunity to explore their creative interests. Using your creative side to prepare for the future is a great way to experience high school.
 	**New Horizons Explorers Community & Voyagers Community**	The New Horizons Explorers & Voyagers Communities provide freshman transition activities to help ease the difficulties students often encounter as they move from middle to high school. All first-year students belong to one of the freshman communities located in the ninth grade center and receive extra support from adults. The academic teaming in this setting organizes groups of teachers across departments, so that teachers share the same students rather than the same subject during this year.

CLEAR SPRINGS HIGH SCHOOL
SMALL LEARNING COMMUNITIES

	**School of Business and Entrepreneurship**	The School of Business and Entrepreneurship offers students an opportunity to participate in courses geared towards a career interest in business administration, accounting, marketing, finance, and management. These courses will help students prepare for the corporate culture and instill in them an idea of the working industry.
	**School of Communication, Law, and Social Services**	The School of Communication, Law, and Social Services appeals to students who have a desire to influence others thoughts, feelings, and actions. It is through this design that students take courses that cover topics in journalism, military science, government, debate, education, law, and public service. Courses such as Introduction to Education and Training are taught in this SLC.
	**School of Engineering and Applied Technologies**	The School of Engineering and Applied Technologies includes courses for students who are interested in learning how things work in this world. From problem solving, designing new products, and working with the latest technology, students will have the opportunity to use their logic in designing the future. They are the ones who come up with the vehicles of the future, whether they are autos, planes or modes not yet invented. They harness the power of computers and the technology to push the capabilities of people and machinery beyond imagination.
	**School of Medical and Agricultural Sciences**	The School of Medical and Agricultural Sciences provides students with a sense of helping others in the area of medicine or agriculture. Though the two career areas are very different from one another, this school offers courses that are all enriched with sciences, technologies, and hands-on applications. Take courses such as Health Science Technology and Veterinary Medical Assistant, and Horticultural are taught in this SLC.
	**School of Visual and Performing Arts**	The School of Visual and Performing Arts presents students with chances to contribute, to perform, and to demonstrate their creative efforts in everything that they do. With courses that range from Foundations of Art, Sculpture, Choir, Band, Dance, and Theatre Arts; students will feel that their creative side has been cultivated from which they will start their journey into a future full of inspiration and possibility.

CAREER CLUSTERS

A Career Cluster is a grouping of occupations and broad industries based on commonalities. The sixteen Career Clusters provide an organizing tool for schools, smaller learning communities, academies, and magnet schools. Technological advances and global competition have transformed the nature of work. Tomorrow's jobs will require more knowledge, better skills, and more flexible workers than ever before. Tomorrow's workers must be prepared to change jobs and careers several times, continually updating their knowledge and skills.

To prepare today's students for tomorrow, schools are working to help students achieve in challenging subjects. One key approach to this goal is to provide students with relevant contexts for learning.

Career clusters link what students learn in school to the knowledge and skills they need for success in college and careers. The organization of courses into the various clusters helps students identify pathways from secondary school to two- and four-year colleges, graduate school, and the workplace. Students are then able to learn in school what they can do in the future. This connection to future goals motivates students to work harder and enroll in courses that are more rigorous.

21ST CENTURY SKILLS

Mastery of core subjects and 21st century themes is essential for students in the 21st century. Core subjects include English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, government and civics. We believe schools must move beyond a focus on basic competency in core subjects to promoting understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into core subjects:
(a) global awareness,
(b) financial, economic, business and entrepreneurial literacy,
(c) civic literacy, and
(d) health literacy.

Learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in the 21st century and those who are not. They include
(a) creativity and innovation,
(b) critical thinking and problem solving, and
(c) communication and collaboration.

People in the 21st century live in a technology and media-driven environment, marked by access to an abundance of information, rapid changes in technology tools and the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st century, citizens and workers must be able to exhibit a range of functional and critical thinking skills, such as
(a) information literacy,
(b) media literacy, and
(c) ICT (information, communications, and technology) literacy.

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills, such as
(a) flexibility and adaptability,
(b) initiative and self-direction,
(c) social and cross-cultural skills,
(d) productivity and accountability, and
(e) leadership and responsibility.
(Partnership for 21st Century Skills, 2004)

FINE ARTS SMALLER LEARNING COMMUNITY

Suggested Electives

1570 Film Criticism, 1 credit
8011 Art I: Advanced Comprehensive, 1 credit
8021 Drawing II, 1 credit
8031 Drawing III, 1 credit
8041 Drawing IV, 1 credit
8051 Painting II, 1 credit
8053 Painting II (PreAP), 1 credit
8061 Painting III, 1 credit
8071 Painting IV, 1 credit
8231 Studio Art: Drawing Portfolio (AP), 1 credit
8201 Electronic Media II, 1 credit
8211 Electronic Media III, 1 credit
8261 Electronic Media IV, 1 credit
8251 Art History (AP), 1 credit
8311 Theatre Arts I, 1 credit
8321 Theatre Arts I Adv, 1 credit
8401 Theatre Production I, 1 credit
8411 Theatre Production II, 1 credit
8421 Theatre Production III, 1 credit
8431 Theatre Production IV, 1 credit
8441 African American Theatre I, 1 credit
8451 African American Theatre II, 1 credit
8561 African American Theatre III, 1 credit
8471 African American Theatre IV, 1 credit
8861 Music Theory, 1 credit
8851 Music Theory (AP), 1 credit
8901 Dance I, 1 credit
8911 Dance II, 1 credit
8921 Dance III, 1 credit
8931 Dance IV, 1 credit
8941 Advanced Dance I, 1 credit
8951 Advanced Dance II, 1 credit
8961 Advanced Dance III, 1 credit
8971 Advanced Dance IV, 1 credit
7201 Digital & Interactive Multimedia, 1 credit
7210 Introduction to Audio/Video Production, 1 credit
7221 Audio/Video Production I, 2 credits
7222 Audio/Video Production II, 2 credits
7231 Animation I, 1 credit
7232 Animation II, 2 credits
7241 Graphic Design & Illustration I, 1 credit
7242 Graphic Design & Illustration II, 2 credits
7250 Game Programming, 1 credit
7240 Fashion Design, 1 credit
7100 Interior Design, 1 credit
1960 Literary Genre: Drama, 0.5 credit
4821 European History (AP/GT), 1 credit
7499 Independent Study Mentorship (AA), 0.5 - 1 credit

Suggested Electives by Career Cluster

BUSINSS, MANAGEMENT, & ADMINISTRATION
7300 Business, Marketing, & Finance, 1 credit
7310 Global Business, 0.5 credit
7311 Business Law, 0.5 credit
7320 Keyboarding/Word Processing, 0.5 credit
7391/7393 Career Preparation I, 2-3 credits
7392/7394 Career Preparation II, 2-3 credits
7499 Independent Study Mentorship (AA), 0.5 - 1 credit

FINANCE
4520 Macroeconomics (AP), 0.5 credit
4620 Microeconomics (AP), 0.5 credit
2621 AP Statistics, 0.5 credit
7340 Dollars and Sense, 0.5 credit
7341 Accounting I, 1 credit
7342 Accounting, II, 1 credit
2731 IS: Advanced Mathematical Decision-Making, 1 credit

MARKETING, SALES, & SERVICE
8221 Studio Art: 2-D Design (AP) Portfolio, 1 credit
7350 Sports and Entertainment Marketing, 0.5 credit
7360 Advertising and Sales Promotion, 0.5 credit
7370 Fashion Marketing, 0.5 credit
7380 Entrepreneurship, 1 credit
7381 Marketing Dynamics I, 3 credits
7382 Marketing Dynamics II, 3 credits

HOSPITALITY & TOURISM
1771 Photojournalism, 1 credit
4800 History of United States Sports, 0.5 credit
7600 Careers in Culinary Arts & Hospitality, 0.5 credit
7610 Restaurant/Culinary Management, 0.5 credit
7611 Hospitality Services I, 2 credits
7612 Hospitality Services II, 2 credits
7621 Culinary Arts I, 2 credits
7622 Culinary Arts II, 2 credits
7620 Food Science, 1 credit
7391/7393 Career Preparation I, 3 credits
7392/7394 Career Preparation II, 3 credits

Suggested Electives by Career Cluster

GOVERNMENT & PUBLIC ADMINISTRATION
1611 Debate I, 1 credit
1621 Debate II (AA), 1 credit
1631 Debate III (AA), 1 credit
1699 IS: Speech/Debate (AA), 1 credit
4830 Comparative Government & Politics, 0.5 credit
4861 Student Government & Leadership, 0.5-1 credit
4880 Global Politics, 1 credit

HUMAN SERVICES
4710 Psychology, 0.5 credit
4730 Sociology, 0.5 credit
4901 Peer Assistance & Leadership I, 1 credit
4911 Peer Assistance & Leadership II, 1 credit
7750 Life & Relationships, 0.5 credit
7760 Introduction to Cosmetology, 0.5 credit
7761 Cosmetology I, 3 credits
7762 Cosmetology II, 3 credits
7391/7393 Career Preparation I, 2-3 credits
7392/7394 Career Preparation II, 2-3 credits

COMMUNICATIONS
1511 Creative/Imaginative Writing, 1 credit
1651 Oral Interpretation, 1 credit
1701 Journalism, 1 credit
1711 Newspaper Production I, 1 credit
1721 Newspaper Production II, 1 credit
1731 Newspaper Production III, 1 credit
1801 Yearbook I, 1 credit
1811 Yearbook II, 1 credit
1821 Yearbook III, 1 credit
83** Theatre Arts II-IV, 1 credit
4760 Reel America, 0.5 credit
7260 Web Technologies I, 1 credit
7200 Professional Communications, 0.5 credit
7499 Independent Study Mentorship (AA), 0.5 - 1 cr.

EDUCATION & TRAINING
1520 Practical Writing I, 1 credit
1530 Practical Writing II, 1 credit
1551 Humanities (AA), 1 credit
1561 Octathlon (AA), 1 credit
1940 Mystery, 0.5 credit
1950 Mythology, 0.5 credit
1970 Shakespearean Studies, 0.5 credit
1980 The Horror, 0.5 credit
1990 Science Fiction/Fantasy, 0.5 credit
1993 Poetry, 0.5 credit
7700 Intro to Education & Training, 0.5 credit
7710 Child Development, 0.5 credit
7711 Teacher Education Training I, 2 credits
7712 Teacher Education Training II, 2 credits
7721 Child Guidance I, 2 credits
7722 Child Guidance II, 2 credits

LAW, PUBLIC SAFETY, CORRECTIONS, & SECURITY
7951 Forensic Science, 1 credit
4740 Constitutional Law, 0.5 credit
4870 Law and Justice, 0.5 credit
6501 Military Science I, 1 credit
6511 Military Science II, 1 credit
6521 Military Science III, 1 credit
6531 Military Science IV, 1 credit
6541 Military Science V, 1 credit
4820 American Civil War (AA), 0.5 credit

AGRICULTURAL SCIENCES SMALLER LEARNING COMMUNITY

Suggested Electives

3801 Earth and Space Science, 1 credit
3811 Environmental Systems (Ecology), 1 credit
3821 AP Environmental Science, 1 credit
3831 Aquatic Science
3851 Astronomy, 1 credit
4810 AP Human Geography, 1 credit
7000 Principles of Agriculture, 1 credit
7010 Small Animal Management, 0.5 credit
71011 Wildlife Fisheries & Ecology Management, 0.5 credit
7070 Agricultural Mechanics & Metal Technologies, 1 credit
7012 Livestock Production, 0.5 credit
7013 Equine Science, 0.5 credit
7030 Principles & Elements of Floral Design, 1 credit
7031 Horticulture Science, 0.5 credit
7050 Energy & Natural Resources Technology, 1 credit
7080 Agricultural Design & Fabrication, 2 credits
7020 Veterinary Medical Applications, 1 credits
7032 Landscape Design & Turf Grass Management, 0.5 credit
7060 Advanced Environmental Technology, 1 credit
7021 Advanced Animal Science, 1 credit
7040 Advanced Plant & Soil Science, 1 credit
7090 Practicum in Agriculture, 2 credits
7499 Independent Study Mentorship (AA), 0.5 - 1 credit

Suggested Electives

1550 Analysis of Visual Media, 0.5 credit
2811 Computer Science I, 1 credit
2821 Computer Science A (AP), 1 credit
7201 Digital Interactive Multimedia, 1 credit
7321 Microsoft Computer Application Specialist I, 1 credit
7322 Microsoft Computer Application Specialist II, 1 credit
7410 Computer Maintenance, 1 credit
7430 Telecommunications & Networking, 2 credits
7420 Computer Technician, 2 credits
7440 Research in IT Solutions, 2 credits
7499 Independent Study Mentorship (AA), 0.5 - 1 credit

Suggested Electives by Career Cluster

ARCHITECTURE & CONSTRUCTION
7100 Interior Design, 1 credit
7110 Architectural Design, 1 credit
7131 Construction Technology I, 1 credit
7132 Construction Technology II, 2 credits
7190 Practicum in Construction Management, 2 credits
8361 Technical Theatre I, 1 credit
8371 Technical Theatre II, 1 credit
8381 Technical Theatre III, 1 credit
8391 Technical Theatre IV, 1 credit

MANUFACTURING
7150 Introduction to Metal Manufacturing, 1 credits
7151 Metal Manufacturing I, 2 credits
7152 Metal Manufacturing II, 2 credits
8001 Art I: Comprehensive, 1 credit
8021 Drawing II, Two-Dimensional, 1 credit
8101 Sculpture II-IV, 1 credit
8131 Ceramics II-IV, 1 credit
8161 Jewelry II, 1 credit
8171 Jewelry III, 1 credit
8181 Jewelry IV, 1 credit

SCIENCE, TECHNOLOGY, ENGINEERING, & MATH
2521 Calculus BC (AP/GT), 1 credit
3721 AP Physics B, 1 credit
3723 AP Physics C: Electricity/Magnetism, 1 credit
7900 Introduction to Engineering Design, 1 credit
7910 Principles of Engineering (AA), 1 credit
7911 Digital Electronics (AA), 1 credit
7920 Civil Engineering and Architecture (AA), 1 credit
7921 Aerospace Engineering (AA), 1 credit
7922 Computer Integrated Manufacturing (AA), 1 credit
7930 Engineering Design and Problem Solving, 1 credit
7940 Engineering Design and Development (AA), 1 credit
7950 Engineering Math, 1 credit
7960 Biotechnical Engineering, 1 credit
7961/7962 Biotechnology, 1-2 credits
7963/7964 Advanced Biotechnology, 1-2 credits
7990 Practicum in Biotechnology, 2 credits
7965 Scientific Research & Design in Biotechnology, 1 credit

TRANSPORTATION, DISTRIBUTION, & LOGISTICS
7800 Intro to Automotive Technology, 0.5 credit
7811 Automotive Technology I, 2 credits
7812 Automotive Technology II, 2 credits
7890 Automotive Technology Internship, 2 credits

Suggested Elective

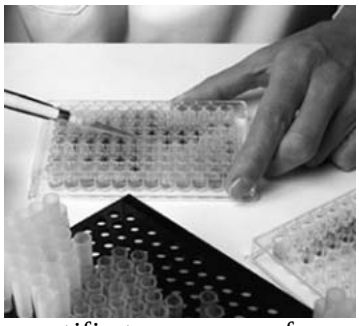
3321 AP Biology, 1 credit
3841 Anatomy & Physiology, 1 credit
3843 Anatomy & Physiology (AA/GT), 1 credit
3521 AP Chemistry, 1 credit
2421 AP Calculus A/B, 1 credit
4720 Psychology (AP), 0.5 credit
6411 Athletic Trainer, 1 credit
6421 Athletic Trainer, 1 credit
7501 Health Science Technology I, 1 credit
7502 Health Science Technology II – Clinical Rotations, 2 credits
7503 Health Science - Certified Nursing Assistant, 2 credits
7510 Medical Terminology, 0.5 credit
7504 Health Science - Pharmacy Technician, 2 credits
7520 World Health Research, 1 credit
7500 Nutrition and Wellness, 0.5 credit
7530 Pathophysiology, 1 credit
7599 Independent Study Mentorship: Health Science (AA), 1 credit

BIOTECHNOLOGY

Clear Falls High School

SLC: Creative Engineering & Agricultural Sciences

Biotechnology uses living cells, materials produced by cells, and technology to create pharmaceutical, diagnostic, agricultural, environmental, and other products to benefit society. The science of biotechnology is also used to alter genetic information in animals and plants to improve them in some way that benefits people. Because biotechnology essentially uses the basic ingredients of life to make new products, it is both a cutting-edge technology and an applied science. With new discoveries being made every day, there are lots of opportunities to be a part of the action.



To succeed and grow in the 21st century economy, biotechnology employers need to fill each position in their companies, from entry-level to the most advanced, with qualified, skilled individuals. In the last 25 years, the US biotechnology industry has created more than 198,000 high-quality jobs, at over 1,400 pharmaceutical, agricultural, industrial, and instrumentation biotechnology companies, plus more at academic and government agencies. Because the industry is experiencing such rapid growth, biotechnology firms often demand more skilled workers than are available and are projected to need more workers than are currently enrolled in training programs.

Clear Creek ISD offers a comprehensive Biotechnology program that prepares teenagers for a variety of post-secondary options including community or career college biotechnology certificate programs, four-year biotechnology degree programs, and industry workplaces.

Courses include:

Biotechnology - This course provides an overview of biotechnology and begins preparing students for working in medical, clinical, science, and/or law enforcement forensic laboratories. Students will learn basic lab methods, including preparation of buffers, sterile techniques, centrifugation, spectophotometry, autoclaving, and equipment maintenance

Biotechnical Engineering - Biotechnical engineers develop things like artificial lenses that restore sight to the blind or incubators that keep premature babies alive. They also contribute to the health of our planet by developing better technology in the fields of agriculture and environmental science. This course focuses on advanced skills in biology, physics, technology, and mathematics and applies them to real-world biotechnology problems. Students will be exposed biomedical engineering, bio-molecular genetics, bioprocess engineering, and agricultural and environmental engineering.

Advanced Biotechnology - Students further study the increasingly important, agricultural, environmental, economic, and political roles of bioenergy and biological remediation; the roles of nanoscience and nanotechnology in biotechnology medical research; and future trends in biological science and biotechnology.

Practicum in Biotechnology - Students in this course either participate in a working internship or pursue an individual laboratory project in biotechnology. Students who participate in internships will work alongside employees at the location in which they are assigned. They will gain real-world experience and will be trained in similar duties as regular employees. Students who participate in an individual laboratory project will work independently to develop and maintain records of a project in the student's area of interest.

Students may apply to attend this CTE specialty program. Biotechnology is located at Clear Falls High School and has limited spaces allotted for students outside the home campus. See your counselor for an application.

Applications will be due at the time of course selection.

All applications will be reviewed and students will be notified before the end of school.

HOSPITALITY

Clear Lake High School

SLC: Business, Marketing, & Finance Community

The Hospitality industry consists of the hotels/lodgings and restaurant/food service sectors. If you enjoy meeting lots of different people or working in an environment that is as different every day as the people coming through your establishment, you should consider these two sectors.

People in the hotel and lodging sector make sure that guest accommodations are pleasant, comfortable, and that everything in the hotel runs smoothly. The range of opportunities and the locations of workplaces are enormous. In the U.S. alone, there are over 60,000 establishments from the small boutique hotels to the internationally famous resorts.

In the restaurant and food service sector you can go from an entry-level position like prep chef to running your own kitchen as an executive chef at a five star establishment! This sector is one of the nation's largest employers. Many young adults start their work lives in this sector but with a little hard work and/or additional education, a rewarding career path is also available.

The diverse range of activities offered by this industry provides excellent job opportunities for people with varied skills and educational backgrounds. Jobs will be plentiful for first-time job seekers, senior citizens, and those seeking part-time or alternative work schedules.

Training for food service managers is available through industry-sponsored seminars; short-term, subject-specific certificate programs; or Associate and Bachelor's degree programs in management.

A certification in hospitality management can be obtained through an 18-month training course or a 4-year specialized Bachelor's degree.

The Hospitality industry is growing rapidly, which means there are many great career opportunities in the years ahead! (careervoyagers.com)

Clear Creek ISD offers a comprehensive Hospitality program that prepares teenagers for a variety of post-secondary options. Students have the unique opportunity to gain knowledge and skills needed to effectively work in the hospitality industry. While rotating through the departments at a local hotel, students are exposed to various careers as they perform appropriate work roles in each department. Students will also be exposed to the various aspects of lodging, sales and marketing, human resources, accounting, food and beverage, security, and other career opportunities.

Students may apply to attend this CTE specialty program. Hospitality is located at Clear Lake High School and has limited spaces allotted for students outside the home campus. See your counselor for an application.

Applications will be due at the time of course selection.

All applications will be reviewed and students will be notified before the end of school.

INFORMATION TECHNOLOGY
Clear Falls High School
SLC: Information Technology & Innovative Entrepreneurs

One of the fastest growing career fields is in the area of information technology or IT. This industry uses computers and software to manage information. Companies rely on the IT department to store information, protect information, process the information, transmit the information as necessary, and retrieve information as necessary.

For all IT-related occupations, technical and professional certifications are growing more popular and increasingly important. IT workers must continually update and acquire new skills to remain qualified in this dynamic field. Training is offered as part of high school certification, technical school, community college, and four-year universities.

Clear Creek ISD offers a comprehensive Information Technology program that prepares students for a variety of post-secondary options including community or career college IT certificate programs, four-year IT degree programs, and industry workplaces. Students will work towards obtaining the industry recognized A+ Computer Technician certification and/or the Network+ certification.

Courses include:

Computer Maintenance - This course is the first in a sequence of courses that teach students the basics of building, maintaining, repairing, supporting and upgrading computer desktop, laptops and networks. Students acquire principles of computer maintenance, including electrical and electronic theory, computer hardware principles, and broad level components related to the installation, diagnosis, service, and repair of computer systems.

Computer Technician - This course is the continuation of Computer Maintenance. Students continue to learn the fundamentals of computer technology, preventative maintenance, troubleshooting, networking and security, as well as the communication skills and professionalism which is now required of all entry-level IT professionals. Through hands-on exercises, students work on PCs and local area networks in a lab setting and gain the knowledge to install, configure and optimize personal computer hardware and operating systems.

Telecommunications & Networking - This course covers the basics of networking. Students gain competency in managing, maintaining, troubleshooting, installing and configuring basic network infrastructures. They develop knowledge and skills related to telecommunications and data networking technologies that can be applied to personal and/or career development. Topics include: wireless networks, switching and routing, Ethernet protocol, TCP/IP, LANs and WANs, firewalls, and fiber optics.

Research in IT Solutions - This course is an independent self-study course in IT Solutions. Prior to registration, the student and the instructor meet and agree upon an area of study. Possible topics for this independent study might include, but are not limited to: Microsoft Certified Professional, Cisco Routing, Fiber Optic networking, Wide-area networking, or Macintosh networking.

Students may apply to attend this CTE specialty program. Information Technology is located at Clear Falls High School and has limited spaces allotted for students outside the home campus. See your counselor for an application. **Applications will be due at the time of course selection.**
All applications will be reviewed and students will be notified before the end of school.

VETERINARY MEDICINE
ALL HIGH SCHOOLS
SLC: Agricultural Sciences

Veterinary medicine is the application of medical, diagnostic, surgical, dental, and therapeutic principles to companion, domestic, exotic, wildlife, and production animals. Veterinary science is vital to the study and protection of animal production practices, herd health and monitoring the spread of disease. It requires the acquisition and application of scientific knowledge in multiple disciplines and uses technical skills directed at disease prevention in both domestic and wild animals.

Veterinary medicine is the branch of science that deals with the application of medical, surgical, dental, diagnostic and therapeutic principles to pet, domestic, wildlife and livestock animals.

The field of veterinary medicine is a highly competitive yet under employed field of medicine. Today's veterinarians are doctors who are highly educated to protect both the health of animals and humans. The skills of highly qualified veterinarians are in constant demand and job opportunities within this field are endless. In order to be considered a qualified veterinarian there are many preparations to complete, the road is long and treacherous, and the competition is steep. Additionally, the career continues to change in dynamic, from income trends to gender distribution, these changes impact the field as a whole.

Veterinarians must obtain a Doctor of Veterinary Medicine degree and a state license. There is ample preparation one must complete before one is able to achieve this, and the competition for admission into veterinary school is steep. Individuals who are interested in pursuing a career in veterinary medicine must graduate with a Doctor of Veterinary Medicine (D.V.M. or V.M.D.) degree from a 4-year program at an accredited college of veterinary medicine. There are currently only 28 colleges in the US that meet the accreditation standards set by the Council on Education of the American Veterinary Medical Association (AVMA).

An alternative to becoming a licensed veterinarian with a doctorate is becoming a veterinary technician. Veterinary technicians are, essentially, veterinary nurses. They are graduates of two- or four-year college-level programs and are legally qualified to assist veterinarians in many medical procedures.

Clear Creek ISD provides education and training in the veterinary field. Students have the opportunity to develop technical skills, in health, nutrition, examinations, diseases, sanitation, and regulatory programs of small and large animals. They learn animal handling and restraint, health and safety, surgical preparation, anatomy, physiology, medical terminology, infectious diseases, instrument and equipment identification, vaccine preparation and injections techniques, and veterinary office procedures. Students begin preparation for the Veterinary Assistant-Level I exam.

COSMETOLOGY

CLEAR VIEW EDUCATION CENTER

Ever wonder how, in just 30 minutes, your hair stylist can make your hair look far better than you have ever seemed able? You, who have years of experience blow-drying, gelling, sculpting, teasing and spraying it? The good news is that your hair stylist isn't some sort of mythical wizard, able to magically conjure only good-hair days for you. No, he or she is just an average person lucky enough to possess specialized hair styling training.

Join the ranks of those hair-savvy few by enrolling in Clear View Education Center's Cosmetology program. Instruction will focus on care and beautification of hair, scalp treatment, styling, business management, and customer relations.

The Cosmetology program is a two-year program open to young men and women interested in the broad field of cosmetology. Students will use hair as the medium, building from a variety of hair components to full mannequins to live models. Equipment used in the cosmetology laboratory is equivalent to that found in a modern beauty salon. The classroom and practical experiences will prepare students for the Texas State Cosmetology Board licensing examination!

The Beauty industry has zero unemployment. This means great career opportunities for individuals with Cosmetology training. With our aging population, service careers are growing not just for the beauty aspect but also for the important medical role cosmetologists can play. According to the United State Department of Labor employment of hairdressers, hairstylists, cosmetologists, skin care specialists, and shampooers is projected to grow 20 percent through year 2020. Cosmetology is a career area that can offer students flexibility, unlimited educational and financial potential.

Students may apply to attend this CTE specialty program. Cosmetology I/II is located at Clear View Education Center and has limited spaces allotted for students outside the home campus. See your counselor for an application. **Applications will be due at the time of course selection.**

All applications will be reviewed and students will be notified before the end of school.

ENGINEERING: PROJECT LEAD THE WAY
All High Schools
SLC: Engineering

Imagine you could build a better world.

Would you use your artistic talents to make beautiful and safe buildings and bridges? Would you find a way to make computers even faster, smaller, and easier to use? Would you travel to the moon, Mars, or beyond? Would you work with doctors to make better tools to help sick people?

With Project Lead The Way, you don't have to imagine. You can do those things—and much more—right now.

PLTW is about more than just science, technology, engineering, and mathematics. It's about learning real skills, solving real problems, and making real discoveries about the world. By working with your classmates, teachers, and parents, you can help create a learning experience unlike any other.

In PLTW classes, you work hands-on with technology that other students only read about. Instead of listening to a lecture about scientific principles and theories, you get to put them to the test in fun, exciting ways. You'll build contraptions, learn about drafting and graphic design on the computer, use real lab equipment, and have fun while you're doing it.

Lillian Wilson, Clear Lake High School Instructor and mechanical engineer, believes students will benefit from contact with engineering professionals. Wilson says, "There are local firms who recruit our students. These relationships often translate into internships, summer jobs, or work-based learning opportunities. Nothing is more valuable to students than seeing their learning come to life." PLTW graduates say, "The marble sorter project in Principles of Engineering is saving my life right now!" (Taylor Rose, CLHS graduate & Oklahoma Christian University 2013 graduate) and "All the engineering courses I took at Lake have come in handy so far. I know all the terminology the professors are suing. Principles of Engineering is right on the money" (Daniel Pearson, CLHS graduate & Texas A&M University 2013 graduate).

Introduction to Engineering Design, **Principles of Engineering**, **Digital Electronics**, **Aerospace Engineering**, **Computer Integrated Manufacturing**, **Civil Engineering Architecture**, and **Engineering Design and Development** are the courses that make up the Project Lead the Way program. The engineering smaller learning community is enjoying a boom in popularity. Enrollment has grown from 275 students in 2005-2006 to a projected enrollment of more than 900 students in 2010-2011.

PLTW is about YOU.

A PLTW class is the first step on your life's journey of imagination, innovation, and discovery. Start building a better world—and a better you—today.

AUTOMOTIVE TECHNOLOGY

Clear Springs High School
SLC: Engineering & Applied Technologies

Clear Springs High School Automotive Technology Program offers students an opportunity to prepare for college and a career in the automotive industry. The instructor, Mr. Mike Hedger is an Automotive Service Excellence Certified Master Automotive Technician with 14 years in the industry and 6 years as an instructor at the college level.

Program Goals: The goals of the program include:

- Exploring a career as an automotive technician
- Preparing serious students to take and pass the nationally recognized Automotive Service Excellence certification exams in four areas –suspension and steering, brakes, electrical/electronic systems, and engine performance. ASE certification is recognized by automotive dealerships and colleges as meeting an achievement level needed for success in the industry.

Employment Outlook: Even during tough economic times, customers put a priority on maintaining their transportation. According to the *Occupational Outlook Handbook*, "the number of jobs for automotive service technicians is projected to grow faster than average for all occupations over the next decade. Employment growth will create many new jobs, but total job openings will be significantly larger because many skilled technicians are expected to retire and will need to be replaced."

You deserve credit: Yes, you deserve college credit if you are successful in the high school Automotive Technology courses. Many local community colleges will award you four to six college credits. The credits apply toward completion of an Associate Degree in Automotive Technology.

Get a move on and enroll in the first automotive course – **Introduction to Automotive Technology**: This course is open to students in grade 10 and will introduce you to the automotive industry. When you successfully complete this course, you will know if this is the career for you.

The second and third courses in the automotive sequence are not for everyone, only those who are seriously considering a career in the automotive industry. After successfully completing the introductory course, you will need to complete an application to be considered for **Automotive Technology I**, and a second application to be considered for **Automotive Technology II** when you have successfully completed Automotive Technology I.

Students may apply to attend the CTE Automotive Technology program. This program is located at Clear Springs High School and has limited spaces allotted for students outside the home campus. See your counselor for an application. **Applications will be due at the time of course selection.**
All applications will be reviewed and students will be notified before the end of school.

TEACHER EDUCATION TRAINING

All High Schools

SLC: Communications, Law, & Services

The educational instruction provided by U.S. schools is the foundation on which the success of America is built.

With about 1 in 4 Americans enrolled in schools at all levels each year, the delivery of education services ranks among the nation's most important activities and responsibilities.

The U.S. education system employs more than 13 million workers, with teachers accounting for the largest percentage of this total. The majority of teaching opportunities are found at local elementary, middle, and secondary schools, with public schools accounting for around 9 out of every 10 jobs and private schools the remainder.

About two-thirds of workers in U.S. education are directly involved with instruction - as teachers or aides - with the remaining one-third providing managerial, administrative, facilities maintenance, and other support services.

Other professional opportunities available in the education industry include:

- Caregivers, aides, and early learning teachers of preschool children;
- Educational support professionals such as librarians, counselors, and other social assistance personnel;
- Postsecondary professors, instructors, and trainers for college students, working adults, and other postsecondary trainees.

Students participating in the Teacher Education Training program get a "jump start" into the career of education by doing internships with mentoring teachers and professionals at elementary, intermediate and high schools in the Clear Creek Independent School District. Courses are designed to give both juniors and seniors real-world experience to decide if a career in education is right for them.

Courses include:

Introduction to Education & Training – Introduction to Education and Training is designed to introduce learners to the various career opportunities available within the education and training career cluster.

Teacher Education Training I - This course provides students with classroom instruction based on the current trends in education. Students explore the field of teaching through observation and internships. Interns create lessons based on the curriculum and teach under the careful guidance of the mentoring teacher and the Teacher Education Training coordinator. The latest technology is utilized for research and instruction.

Teacher Education Training II - Students continue to gain more real-world experience by completing internships in the classroom, they explore other careers related to education. Students will interview and job shadow counselors and administrative personnel to gain insight into more job opportunities.

Teacher Education Training students create a professional portfolio that includes a resume for college admission and their own personal "Philosophy of Education."

Clear Creek Independent School District offers "Letters of Assurance" to students who would like to teach in the district once they are certified and meet specific hiring criteria.

AUDIO/VIDEO PRODUCTION

All High Schools

SLC: Fine Arts

The Audio/Video Production program consists of three levels that will take students through the exciting world of media production…from studio broadcasting to field reporting and film-making, students will have the opportunity to explore all the industry has to offer.

The first level of the series includes a course called **Introduction to Audio/Video Production**, which is worth one credit and requires the student to be at least a sophomore. This is a practical, hands-on introduction to the world of media technology where students learn the basics of pre-production (concept, script, storyboards, producing); production (camera, lights, sound, directing) and post-production (editing, titles, music, basic DVD authoring). Students will use media industry standard software, such as Final Draft for screenwriting, Adobe Photoshop and After Effects for video applications, Motion for animating text and graphics, and Final Cut Pro for video editing. Students will work in a studio, operating basic equipment such as lights, sound mixers, teleprompters, studio cameras, and other equipment particular to that studio. By the end of this course, the student will have a personal media demo reel of commercials, dramatic segments, and athletic events.

The second level of the series includes a course called **Audio/Video Production I**, which is worth two credits and fulfills all PE graduation requirements. This is a practical, hands-on continuation to the world of media technology where students sharpen their skills in pre-production by originating entire scripts for television programming, refine storyboarding techniques, and assist in producing an entire show. Students will operate high definition cameras and properly maintain them for optimal functionality. They will set up lighting on location, mix sound in the field, and employ advanced techniques in directing and post-production. Students will also operate basic equipment such as lights, sound mixers, teleprompters, studio cameras, and other equipment unique to that studio. By the end of this course, the student will have a personal media demo reel of more advanced commercials and television show segments.

The third level of the series includes a capstone course called **Audio/Video Production II**, which is also worth two credits. This practical, hands-on class is designed for students who have made the decision to pursue a career in the field of media. Students will completely manage all levels of media projects, including pre-production, by creating and managing budgets of media shows, managing storyboarding teams, and producing the entire show. Students will operate advanced camera systems and will be solely responsible for the directing and post-production by combining green screen compositing and multiple layered video editing, animation, advanced music authoring, and animated DVD menu authoring. Students will also *design* and operate basic equipment such as lights, sound mixers, teleprompters, studio cameras, and other equipment unique to their studio. By the end of this course, the student will have a personal media demo reel of major works.

HEALTH SCIENCE TECHNOLOGY

All High Schools

SLC: Health & Medical Sciences

Health Science Technology Education is stepping up to solve the shortage of healthcare workers in Texas. According to Susan Crawford, RN, MA, Health Science Technology educator at Clear Springs High School, "Clear Creek ISD's Health Science Technology Program opens so many opportunities for our students. My previous students come back and tell me they use their experience from Clinical Rotation as the premise for their medical school application. Our students go behind closed doors in hospitals and observe procedures that many health care professionals have never seen, like heart and hip replacement surgeries. Our program is a fantastic opportunity waiting for those who dare to enter the health care profession."

The Health Science Technology Education program is a result of partnerships between local health care facilities and health care industry employees that provide teachers and students with current professional development, program evaluation, and healthcare workforce demands. The curriculum health science courses with traditional academic classes and provides project-based instruction related to health care.

Health Science Technology I introduces students to the basics of healthcare and is a prerequisite to the Health Science Technology II and III courses. In **Health Science Technology II**, students participate in rotations at area hospitals, doctor's offices, and clinics, observing and gaining hands-on experience in a variety of healthcare fields. In upper level Health Science courses, students can either shadow a mentor, study to be a certified **Pharmacy Technician**, or receive training to become a **Certified Nurse Assistant (CNA).**

Other Health Science Technology courses include **Medical Terminology, World Health Research, Nutrition and Wellness, Pathophysiology, and Anatomy and Physiology**. These courses introduce students to the language of medicine, the function of the human body, how disease processes and nutrition go hand in hand, and how drugs are named and function in the body.

Denise Finch, RN, BSN, Health Science Technology Education Instructor for Clear Lake High School, states "our problem stems not only from an aging population, but from an aging group of healthcare workers and is contributing to the staffing shortage in many healthcare facilities." CCISD's Health Science Technology Education program is intended to help alleviate the current and projected deficit.

"We offer a multitude of classes that will serve students with interests varying from a career as a nurse to someone with aspirations for medical school," says Finch. "This program attracts the best and the brightest. The program allows students to familiarize themselves with disease processes, medical terminology, the workings of healthcare, and more. These classes are an opportunity to use core classes such as Biology, Chemistry, and Anatomy and Physiology in real world application. Students participate in field trips, hands-on application, interactive learning, and lots of group activities."

HUNCH PROGRAM

Metal Technology and Engineering (PLTW)

Main Campus: Clear Creek High School
Partner Campus: Clear Springs High School
SLC: Design, Technology, & Engineering

What can you make with an astronaut issued sock and a dose of engineering savvy? An expandable table with a vacuum system that will filter and collect crumbs on board the International Space Station.

High Schools United with NASA Creating Hardware (HUNCH) is a unique educational opportunity for CCISD students interested in **Engineering and/or Metal Technology**. Through this partnership, NASA and Clear Creek High School students design and model equipment for the International Space Station astronaut crewmembers. NASA provides the raw materials, consumables and documentation, and instructors teach the students the skills needed to design, model, and manufacture NASA equipment. HUNCH provides a unique opportunity for students to design and model equipment that will be used to prepare astronauts to go into space. Students learn engineering design and manufacturing and fabricate products with high tech equipment, such as 3D computer aided design graphics, 3D modeling, robotics, and CNC programming and machining.

Stacy Hale, HUNCH program manager, is amazed at the ingenuity exhibited by the students in their spaceflight designs. "Students not only bring in fresh new ideas for design, but they also have a fresh new look on life and an inspiration for being on the NASA team." The students are given the opportunity to design hardware such as the zero gravity stowage rack, gas analyzer, and a table for eating with suction for catching food particles. The HUNCH program provides an insight to a world the students may have otherwise never had the opportunity to see. It also opens up many career opportunities for all students interested in Engineering as a future career.

Students may apply to attend the CTE HUNCH program. The HUNCH program is located at Clear Creek High School, with a partnership class at Clear Springs High School, and has limited spaces allotted for students outside the home campus. See your counselor for an application.

Applications will be due at the time of course selection.

All applications will be reviewed and students will be notified before the end of school.

CULINARY ARTS
Clear Springs High School
SLC: Business & Entrepreneurship

An innovative program in CCISD has students saying "bon appetite!" while they learn all aspects of the food service industry. The Texas Restaurant Association Education Foundation, Texas Education Agency, Texas Chef's Association, Texas Hotel Motel Association, and the National Restaurant Associations Foundation High School have set standards and expectations for the Culinary curriculum. Students will have the opportunity to participate in the Food Service Prep Culinary curriculum, which links academics and career preparation for students interested in preparing for a career in the Food Service Industry.

The high school culinary curriculum incorporates the ServSafe Certification as part of the FS Prep program and students are eligible to take the ServSafe exam in the spring semester of the Introduction to Culinary Arts course. ServSafe® is a comprehensive food service sanitation program that is accepted as the national standard by more than 95 percent of state and local jurisdictions.

Students will learn five domains as a part of this program: Culinary Content, Business and Technical Content, Sanitation, Safety and Nutrition Content, Career Preparation Content, and Core Skills Content. "I believe it is essential for students to learn the culinary basics before they launch into this industry," said Chef Lann, Clear Springs High School Culinary Arts teacher.

"The program teaches students how to run and own a successful business," says Yvonne Loya, Director of Programs & Events for the Texas Restaurant Association. "The example we use just happens to be a restaurant."

Loya says that students develop technical and entrepreneurial skills necessary to manage an enterprise through FS Prep and Entrepreneur 101 extended learning. Additional curriculum segments have also been created to integrate other courses into the experience, such as accounting, math, chemistry, art, English, languages other than English, government, layout and design, merchandising, and marketing. This ensures that students are exposed to all aspects of an industry, from keeping the books and designing the menu to legal and sanitation requirements.

Students may apply to attend the CTE Culinary Arts program. The Culinary Arts program is located at Clear Springs High School and has limited spaces allotted for students outside the home campus. See your counselor for an application. **Applications will be due at the time of course selection.**
All applications will be reviewed and students will be notified before the end of school.

21st CENTURY LEARNING

INDEPENDENT STUDY MENTORSHIP PROGRAM

The CCISD's Independent Study Mentorship (ISM) program is designed for students in the eleventh and twelfth grades who wish to work with a community mentor in the area of a special interest. Students interested in the Mentorship Project should submit an application to register for Independent Study Mentorship. See page 166. In the ISM program, a student will work largely independently on an original project under the guidance and supervision of adults. This project may count up to two Advanced Measures for the Distinguished Achievement Program.

The students wishing to participate in the ISM program must complete an application. If approved for the program, they must design their own research project, choose their own field of interest, plan goals, work with an adult mentor in that field, and produce a final product exhibiting collegiate or professional quality work. An advanced measure for the Distinguished Achievement Program will only be awarded if both the semester average and the grade on the final product are 80 or higher.

The ISM project enables students to grow in their awareness of responsibilities and quality of work required by adults at the collegiate and professional levels. This program is designed so students have as much responsibility as possible. The student's responsibilities include planning goals and activities, projecting and meeting interim goals, asking for help and suggestions, accepting constructive criticism, and completing the project.

Helping the students achieve their goals will be teacher facilitators and mentors from the community. Adults agreeing to help students need to allow students freedom in their projects while providing mature guidance. The adults' responsibilities include discussing feasibility of ideas and deadlines, suggesting ideas for sources and contacts, giving help with explanations, and encouraging fulfillment of planned goals and expectations.

It is our pleasure to work with professionals in our community who are willing to provide the time and leadership needed to act as mentors to these outstanding students participating in the Independent Study Mentorship program. Students may repeat this semester course once for a total of one (1) state credit.

Greg Smith, Ph.D.
Superintendent of Schools
Clear Creek Independent School District

2425 East Main Street
League City, Texas 77573
(281) 284-0000
www.ccisd.net

January 2010

Dear Students:

A strong academic foundation is perhaps the most important element in a well-rounded education. If you succeed in building this foundation, you will benefit from it the rest of your life.

To recognize students who achieve academic excellence in high school, we have developed the Superintendent's Scholars program. This program is designed to recognize the District's top academic achievers. To be eligible, you must complete at least four of the courses listed on the following page each year and you must have a grade of at least 95 (85 in Advanced Academic, PreAP, AP, and Dual Credit courses) in all courses.

Because this is such an important achievement, there will be an annual special recognition of Superintendent's Scholars.

I hope you will strive to do your best throughout your high school years and that you will work to become a Superintendent's Scholar. Being named a Superintendent's Scholar is an honor in which we all can take great pride.

Sincerely,

Greg Smith, Ph.D.
Superintendent

SUPERINTENDENT'S SCHOLARS

In the 2010-2011 school year, the Clear Creek Independent School District and the Superintendent issue a challenge to all high school students in the District – make the most of your educational opportunity by striving to excel academically.

The Clear Creek Independent School District Superintendent's Scholars program is an opportunity for you as a high school student to be recognized for outstanding academic achievement.

There are four criteria for being named a Superintendent's Scholar:

1. The student must be enrolled at Clear Brook High School, Clear Creek High School, Clear Falls High School, *Clear Horizons Early College High School (CHECHS), Clear Lake High School, Clear Springs High School, or Clear View Education Center. Qualifying grades must be earned through a CCISD high school during the school day.

2. The student must be taking at least four of the courses listed on this page per semester.

3. The student must earn a grade of at least 95 in all courses, each semester, in which the student is enrolled (85 in Advanced Academic, PreAP, AP, Dual Credit and Concurrent-Enrollment courses).

4. The student must not have been assigned to In-School Suspension (ISS) or Alternative Education Program (AEP) or removed from school for disciplinary reasons during the period in which the student earned the academic honor.

Each year, Superintendent's Scholars will be recognized in the second semester.

Because this is such an important achievement, Superintendent's Scholars will be honored in several ways:

1. The student will receive a certificate and a writing pen for a one-year scholar, a certificate and a Superintendent's Scholar key chain for a two-year scholar, a certificate and a padfolio for a three-year scholar, and a certificate and a medallion for a four-year scholar.

2. The student will receive special recognition in newspapers and Clear Creek Independent School District publications.

3. The student who achieves Superintendent's Scholar status will be honored in the spring and invited to a special ceremony with the Superintendent. The following system will be used for 2010-2011 to determine Superintendent's Scholars: ninth grade, fall semester; tenth grade, prior spring-fall; eleventh grade, prior spring-fall; and twelfth grade, prior spring-fall semester.

Students who achieve Superintendent's Scholar status will be notified as soon as the information becomes available.

SUPERINTENDENT'S SCHOLARS COURSES

Students and parents may access a list of courses at:

http://www2.ccisd.net/Departments/StudentSupportServices/CourseSelection.aspx

ADVANCED ACADEMIC/PRE-ADVANCED PLACEMENT/ADVANCED PLACEMENT PROGRAMS

Enrollment in Advanced Academic/Pre-Advanced Placement/Advanced Placement courses should be based on interest as well as ability, since the curriculum requires more advanced and intensive work. Students may enroll in Advanced Academic, Pre-Advanced Placement, or Advanced Placement courses in any subject in which they are offered.

Advanced Placement courses prepare a student for the Advanced Placement Examinations given by the College Board. These courses are based on college level coursework. A successful score, stipulated by the university, on an Advanced Placement Examination determines the student's college placement and/or college credit for the courses taken in high school. Students who need financial assistance in taking AP exams should consult with their counselor. Advanced Placement courses offered in the CCISD schools include:

Chinese Language and Culture English Language and Composition English Literature and Composition French Language	German Language Latin –Vergil Spanish Language Spanish Literature
Calculus AB Calculus BC	Statistics
European History Government and Politics: Comparative Government and Politics: United States Human Geography Macroeconomics	Microeconomics Psychology United States History World History
Biology Chemistry Environmental Science	Physics B Physics C: Mechanics, Electricity and Magnetism
Art History Music Theory Studio Art: 2-D	Studio Art: 3-D Studio Art: Drawing
Computer Science A	

The Advanced Academic, Pre-Advanced Placement, and Advanced Placement courses offered at the intermediate school and high school levels seek to provide students with opportunities for creative and critical thinking and problem solving.

Additionally, the advanced measures that represent the requirements of the Distinguished Achievement Program provide students numerous opportunities to perform at a professional or college level in significant areas.

The goal of the Advanced Academic, PreAP, and AP programs is to challenge and stimulate students to the highest level of their abilities. Consequently, quality of work rather than quantity of work is emphasized.

PROGRAMS DESIGNED FOR ACADEMICALLY GIFTED AND TALENTED STUDENTS

CCISD offers programs for gifted/talented students in grades K-12. Teachers and counselors in each secondary school aid these students in assessing their strengths and in determining their goals as they select their courses each year. At the high school level, the gifted/talented students are served through the Advanced Academic, Pre-Advanced Placement, Advanced Placement Programs and Independent Study Mentorship. Information concerning participation in the gifted/talented program may be obtained from the Gifted & Talented office.

PROBATION/FURLOUGH/EXIT PROCEDURES FOR GIFTED AND TALENTED STUDENTS

Probation is for any GT student receiving below a 70-grade average during a nine week grading period in any core class (English/Language Arts, Science, Math, and/or Social Studies). Notification will be provided to the parent so that collaboration and/or interventions may be provided and the student's progress will be monitored.

Probation Procedure:
One or more of the following may initiate the probation procedure: a classroom teacher, advanced academic specialist, campus GT liaison, counselor, principal, parent(s), or the Coordinator of Gifted and Talented Programs. A probation committee comprised of three professional staff members with GT Awareness Training will determine specific improvements the student must make within the probation period. A GT Probation Committee may be called at any time the student is at risk of academic failure.

At the end of the probationary period, the student's progress will be re-evaluated by a committee. If the student is passing all core courses, the student will be removed from probation; if not, the committee will re-evaluate.

Furlough is defined as a leave of absence from the GT program that may last for up to one year. A furlough may be initiated by a student/ parent/ teacher or for continuous low performance.

Furlough Procedure:
A student may be placed on furlough (leave of absence) from the GT program for up to one year for any of the following reasons:

- If a student fails the state mandated TAKS test, he/she will be placed on furlough for one year until passing the next year's TAKS test. The committee may consider extenuating circumstances. If the student fails the TAKS test again, he/she will be considered for exit from the GT program.
- If a student fails to meet the terms of his/her probation by failing a core class (English/Language Arts, Science, Math, and/or Social Studies) for the semester or the school year, he/she may be furloughed from the GT program.
- At the elementary or secondary level, if a student chooses not to participate in the levels of service offered to GT students—GT pullout program and/or Pre-AP/AP/GT courses—he or she will be furloughed from the GT Program.

At the end of the furlough period, a student will be re-evaluated by a committee. A decision will be made regarding the reinstatement of the student in the GT program or to initiate exit procedures.

Exit is defined as the removal of a GT identified student from the GT Program. This removal can be initiated by a student, parent, or teacher or for other supporting circumstances.

Exit Procedure:
A student may be exited from the GT program when the probation or furlough requirements have not been met. A committee will evaluate and make the final recommendation for the student. In order to re-enter the program, the student must be referred, screened, and tested for re-entry into the GT program.

Please Note: Refer to course level change section, page 84.

PREAP/AP COURSE LEVEL GUIDELINES FOR STUDENTS AND PARENTS

All CCISD students who wish to accept the challenge of a PreAP or an AP course are welcome to participate in the PreAP/AP program. However, students and parents should be aware of the rigor in these courses so that they can make informed decisions regarding course selection. A careful review of the CCISD schedule change and course level change procedures outlined on page 84 should be made prior to making a commitment during course selection. The following guidelines are provided to assist both students and parents in their consideration of these courses:

Academic Considerations

PreAP and AP curricula are written two grade levels above traditional curricula. Instruction is fast-paced and much of the work is done outside of class. Therefore, PreAP/AP students should be independent learners who have demonstrated prior success in the subject area as demonstrated by:

Previous grades in that discipline.
An A or a B in a particular subject indicates that the student has the academic ability to succeed at the PreAP/AP level in that subject.

TAKS scores.
A scale score of 2400 or above on the previous TAKS test in that subject is a good predictor of success in a PreAP/AP class. Students with a TAKS score below 2200 may not have the prerequisite knowledge and skills to be successful.

Lexile and Quantile levels.
Since PreAP/AP curricula are written two grade levels above traditional curricula, Lexile and Quantile reports provided on the TAKS Student Summary Report should be considered. For all PreAP/AP courses, students should be reading at or above grade level, as indicated by their Lexile score. For math and science PreAP/AP courses, Quantile scores should be at or above grade level. **Lexile and Quantile scores are explained on subsequent pages.** For your child's individual Lexile or Quantile scores, refer to his/her TAKS Student Confidential Report.

Performance Considerations

PreAP and AP classrooms are fast-paced and challenging environments, with most lesson preparation done at home. Therefore, students taking these courses should be self-motivated learners willing to invest time and energy into their activities and assignments. PreAP/AP students should be independent learners who demonstrate:

Motivation.
There are several reasons why students take PreAP/AP courses in intermediate and high school. Some want the solid foundation PreAP courses provide as preparation for AP courses. Other students have a love for that discipline and are drawn to the greater depth of knowledge they can obtain by taking PreAP/AP courses. Some students take the courses for a higher GPA or for the opportunity to earn college credit. Whatever the reason, all PreAP/AP students should have the desire to do their best, regardless of the effort required.

The ability to prioritize their time.
Most CCISD students are involved in extracurricular activities or other activities that occur outside the school day. Each PreAP/AP class requires multiple hours of homework each week. Students should be willing and able to invest that kind of time in their PreAP/AP coursework.

A positive attitude toward challenging coursework.
Often students find that PreAP/AP classes require a level of mental activity to which they are unaccustomed. These students should persevere in their commitment to this level of academic rigor and, when faced with challenges, be willing to take necessary steps to succeed in the class (tutorials, study groups, etc). PreAP/AP students should approach problem-solving as an adventure and appreciate learning for learning's sake.

A strong work ethic.
An interactive environment is critical to a successful PreAP/AP experience. Student participation requires good attendance and punctuality. Respecting each other's ideas and taking responsibility for one's own actions and work are also crucial components to success. Students should be able to work well both independently and cooperatively. They should also take pride in their work by completing all assignments on time and creating high-quality products.

Other Considerations

Because of each student's unique personality, life situation, and educational goals, decisions regarding a student's participation in PreAP/AP coursework should be made on an individual basis. The following considerations should also factor into a student's decision when registering for PreAP/AP courses:

Concurrent Enrollment in PreAP/AP courses
Although many students are capable of succeeding in a schedule containing all PreAP/AP courses, students can become overwhelmed by the demands of such a rigorous academic schedule. It is important that parents and students balance academic endeavors with a healthy lifestyle when making decisions regarding course schedules.

Teacher input
The current subject-area teacher is a valuable resource in determining a student's readiness to participate in a PreAP/AP program. Communicating with that teacher before making a final determination is an important part of the decision-making process.

SPECIAL EDUCATION/SECTION 504 ACCOMMODATIONS – PREAP/AP

The following guidelines are intended to apply to eligible special education and Section 504 students who enroll in PreAP or AP courses. While PreAP/AP courses are open to any student wishing to enroll, including special education and Section 504 students; counselors, parents, ARD Committees and Section 504 Committees should be aware that these are high-level academic classes. In order to be eligible for accommodations in a PreAP/AP class, the student must be eligible for the same accommodation in a general education classroom. Accommodations will not be implemented if they alter the content or standards of the course. The following guidelines shall be applicable to all special education and Section 504 students who enroll in PreAP/AP courses:

1. Special education or Section 504 students must have equal opportunity to participate in PreAP or AP courses.

2. While ARD and Section 504 Committees may wish to consider PreAP or AP courses in connection with transition plans for students who will be attending college, ARD Committees and Section 504 Committees are not required to place students in PreAP or AP classes unless they can be reasonably expected to be successful there with the allowable accommodations described in the guidelines referred below.

3. Accommodations for special education and Section 504 students may not alter the content or academic standards of the PreAP or AP course. Thus, certain allowable accommodations may include, but are not necessarily limited to the following:
   - Extended time for testing
   - Preferred seating
   - Opportunity to repeat and explain instructions
   - Assignment notebook
   - Minimal distractions
   - Large print, Braille/peer to read aloud
   - Behavior intervention plan
   - Assistive technology as defined by the committee
   - Altered format of exams, such as highlighted instructions or alternative spacing of questions
   - Altered assignments as needed for persons with motoric or visual impairment

4. The following are examples of accommodations which would alter the content or the standards of the course, and are not allowed:
   - Reduced assignments
   - Special projects in lieu of assignments
   - Exams of reduced length
   - Open book exams
   - Peer tutoring/paired work arrangement (is not allowed except when offered to the entire class)
   - Any reduction of content or standards of the course
   - Reduced mastery

While the decision to enroll in a PreAP/AP class is ultimately to be made by the parent or student, the ARD or Section 504 Committees may meet and recommend removal of the student from the classroom if the student is not meeting the standards applicable to students in that program and, as a result, is failing or at risk of failure.

UNDERSTANDING LEXILES

Lexile scores are now included on each student's TAKS Confidential Student Report. A student's Lexile Score **falls within a range that indicates the grade level at which a student is currently reading.**

The Lexile Framework © for Reading is a scientific approach to measuring readers and reading materials. A key part of the Lexile Framework is a number called the "Lexile" measure. The Lexile measure reflects the difficulty of a text; it also indicates a student's reading ability.

A Lexile measure for either text or readers is a simple number followed by an "L" (e.g. "850L") and is placed on a scale that ranges from 200L for a beginning reader to 1700L for advanced readers. All major standardized reading tests, like TAKS, report their results in Lexiles.

Lexile measures do not translate specifically into grade levels, but they can give parents and teachers an idea as to how well a student comprehends what he/she is reading. All PreAP / AP texts are written either at or above grade level. If a student's Lexile score falls either at or below grade level, he/she will have difficulty taking a PreAP/ AP course. It is important to check the student's Lexile score in order to make an informed decision concerning his/her class schedule for next year.

Reader Measures (Interquartile Range, Mid-Year)	**Grade** A student's Lexile Score falls within a range that indicates the grade level at which a student is currently reading.
Up to 300L	1
140L to 500L	2
330L to 700L	3
445L to 810L	4
565L to 910L	5
665L to 1000L	6
735L to 1065L	7
805L to 1100L	8
855L to 1165L	9
905L to 1195L	10
940L to 1210L	11 and 12

For additional information on the Lexile Framework® for reading go to www.lexiles.com.

UNDERSTANDING QUANTILES

Quantile scores are now included on each student's TAKS Confidential Student Report. A student's Quantile Score falls within a range that indicates **the grade level for which a student is ready for instruction – not the grade level at which a student is currently performing.**

A Quantile is the unit of measure on the Quantile scale. Quantiles measure mathematics achievement and problem solvability, similar to the way Lexiles measure reading ability and text difficulty, with a simple number followed by the letter "Q." The Quantile Framework spans the developmental continuum from kindergarten mathematics through the content typically taught in Algebra II, Geometry, Trigonometry and Pre-calculus — from Emerging Mathematician (0Q and below) to above 1400Q.

A student's Quantile score indicates a level at which the student is ready for instruction – not the level at which the student is currently performing. A higher Quantile measure within a specific grade range indicates that a student probably has very few problems with grade-level material (textbooks and assignments) in school. A lower Quantile measure indicates that a student most likely struggles to understand and be successful with grade-level material.

Students' Quantile scores cannot and should not be used in lieu of prerequisite coursework to register students for intermediate and high school credit courses.

Students considering a PreAP Mathematics course should have a Quantile score at the upper end of the range for the grade level or course they plan to take.

If a student has a Quantile score between:	**The student is ready for instruction at grade:**
EM	K-1
100Q to 480Q	2
340Q to 660Q	3
495Q to 815Q	4
635Q to 955Q	5
700Q to 1020Q	6
750Q to 1070Q	7
820Q to 1140Q	8
870Q to 1190Q	Algebra I
940Q to 1260Q	Geometry
1000Q to 1320Q	Algebra II

For additional information on the Quantile Framework® for Mathematics go to www.quantiles.com .

COMPREHENSIVE SPECIAL EDUCATION

Special Education services are available on the campus of each secondary school in CCISD. Students attend classes as designed by the Admission Review Dismissal/Individual Educational Plan (ARD/IEP).

(A) Graduation with a regular high school diploma under subsection (B) or (D) of this section terminates a student's eligibility for special education services. Graduation with a regular high school diploma under subsection (B) or (D) terminates a student's entitlement to special education services.

(B) A student receiving special education services may graduate and be awarded a regular high school diploma if:

(1) the student has satisfactorily completed the state's or district's (whichever is greater) minimum curriculum and credit requirements for graduation under the recommended or distinguished achievement high school programs applicable to students in general education, including satisfactory performance on the exit level assessment instrument as described below:

— For students entering grade 9 prior to 2008-09, ARD committees should not apply the exit-level assessment requirements of (B)(1) above to students who began completing the recommended or distinguished high school program requirements.

— For students entering grade 9 in 2008-09 and thereafter must demonstrate satisfactory performance on exit-level TAKS or TAKS Accommodated assessments to graduate under the recommended or distinguished high school programs; or

(2) the student has satisfactorily completed the state's or district's (whichever is greater) minimum curriculum and credit requirements for graduation under the minimum achievement high school program applicable to students in general education, including participation in required state assessments. The student's Admission, Review and Dismissal (ARD) Committee shall determine whether satisfactory performance on a required state assessment shall also be required for graduation.

(C) A student receiving special education services may also graduate under the minimum achievement high school program and receive a regular high school diploma when the student's ARD committee has determined that the student has successfully completed:

(1) the student's individualized education program (IEP); and

(2) one of the following conditions, consistent with the student's IEP:

(a) full-time employment, based on the student's abilities and local employment opportunities, in addition to sufficient self-help skills to enable the student to maintain the employment without direct and ongoing educational support of the local school district; or

(b) demonstrated mastery of specific employability skills and self-help skills which do not require direct ongoing educational support of the local school district; or

(c) access to services which are not within the legal responsibility of public education, or employment or educational options for which the student has been prepared by the academic program;

(3) the state's or district's (whichever is greater) minimum credit requirements for students without disabilities; and

(4) the state's or district's minimum curriculum requirements to the extent possible with modifications/substitutions only when it is determined necessary by the ARD committee for the student to receive an appropriate education.

(D) A student receiving special education services may also graduate under the minimum achievement high school program and receive a regular high school diploma upon the ARD committee determining that the student no longer meets age eligibility requirements and has completed the requirements specified in the IEP.

Graduation Requirements:

Students with disabilities must satisfy all of the state mandated courses without any curriculum modifications (accommodations or adaptations can exist) for graduation under the recommended and distinguished plans. ARD committee members should consider the least restrictive environment (LRE) for a student to succeed in his/her educational placement. Discussions should include mastering state mandated courses in the general education setting without modifications. If the ARD committee recommends a resource class placement with curriculum modifications, individualized education plan (IEP) or a modified curriculum in the general education setting, the student must graduate under the minimum plan, unless the student repeats and passes the state mandated class in the general education setting without curriculum modifications.

A graduation supplement will be addressed when the ARD committee determines that the student will meet the standard for graduation during the current school year during the annual ARD.

A student with disabilities who has completed four years of high school, but has not completed the Individualized Education Program can participate in a graduation ceremony and obtain a certificate of attendance. A student may participate in only one graduation ceremony. Upon meeting IEP requirements and/or aging out, the student with disabilities shall be granted the regular high school diploma.

TESTING FOR STUDENTS WITH DISABILITIES

Students currently receiving special services through Section 504/Dyslexia or Special Education may qualify for special accommodations on college testing. See your counselor for further information.

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Alternative Options for Earning High School Credit

Clear Access: CCISD's Virtual High School

CCISD has established Clear Access as an option for acceleration of credit through online course work. Students are allowed to take course work outside of the traditional school day from CCISD teachers. Please visit the Clear Access website at http://www.ccisd.net/ClearAccess or your school counselor for more information on current and future course offerings.

1. Each course (*not credit*) will cost the student $150. Computer and internet access is required for participation.
2. Students may cancel enrollment and receive a reimbursement of tuition within 10 days of online registration. A fee of $50 will be retained for administrative expenses.
3. Before a student begins a course, he/she is required to read and understand Clear Access guidelines and policies found online at http://www.ccisd.net/ClearAccess.
4. Students must have counselor approval to be enrolled into Clear Access courses.

Students are required to attend two class sessions in person, as determined by the District, which include: the initial class meeting to review expectations and to meet the teacher and the last class meeting to take the final exam. All other class work will occur online.
(Note: Clear Access courses will appear on the transcript, but will not be included in the GPA.)
Check with your campus counselor or contact the Clear Access office at clearaccess@ccisd.net or 281-284-0517 for more details.

Clear Access: CCISD's Virtual High School/Cyber Cafe

CCISD has established Cyber Café as an option for acceleration of credit through online course work during the school day from CCISD teachers. Enrollment in a Cyber Café course is no cost to the student. Students enrolled in Cyber Café should be able to work independently without face-to-face interaction with their instructor. All coursework will be online. Please visit your school counselor for more information for options available within your schedule.

1. A course application must be submitted for enrollment. Discipline and academic performance will be considered for approval.
2. Enrollment in Cyber Café courses requires access to a computer and internet outside of the school day.
3. Cyber Café courses will be a part of the student's schedule.
4. Course grades will count toward the GPA and UIL eligibility.
5. Course progress will be communicated on a progress scale for eligibility but will not be a true reflection of the final grade. Final grades will be given at the completion of the course.
6. Courses may be eligible for Superintendent's Scholars.

ONLINE COURSES – OUTSIDE OF CCISD OFFERINGS

All students who wish to take online courses to satisfy graduation requirements must receive district approval prior to enrolling in the course to assure that credit will be granted. Students must submit to their counselor a detailed description of the course to enable the district to evaluate and approve the desired class. All expenses related to online courses are the responsibility of the student. A maximum of two (2) credits is allowed through online courses. (Note: These courses will appear on the transcript, but will not be included in the GPA.)

CORRESPONDENCE COURSES

See Policy EEJC (Local)

Students in grades 8-12 may earn high school credits by correspondence. The courses must be taken from Texas Tech University or The University of Texas at Austin. These credits may be applied toward State graduation requirements. **In order to be an honor graduate, a senior must have completed all outside course work before the end of the first nine weeks of the spring semester with the exception of dual credit courses in progress.** Students must make a written request to the principal or counselor prior to enrollment. If prior approval is not granted, a student shall not be awarded credit toward graduation or promotion. A maximum of two (2) credits is allowed through correspondence courses. Note: These courses will appear on the transcript but will not be included in GPA calculation.

CREDIT BY EXAMINATION FOR ACCELERATION (WITHOUT PRIOR INSTRUCTION)

See Policy EEJB (Local)

Students have the opportunity to take an examination to earn credit for an academic course (provided an examination is available for the course) for which students have not had prior instruction. Note: These courses will appear on the transcript but will not be included in the GPA calculation.

District-wide testing:
Examinations are administered three days in June and three days in July each summer at no cost to the student. Registration for June testing is in April. Registration for July testing is in May. Students must contact their campus counselor to register and/or to obtain more information regarding credit by examination for acceleration.

Individual testing:
Students may have the opportunity throughout the year to take a Credit by Examination without prior instruction at their own expense. A student may not take a Credit by Examination for a course in which he/she is currently enrolled or has received instruction. The results of the Credit by Examination must be received by the students' counselor prior to the deadline for schedule change procedures, as outlined on page 84.

Study guides are available at www.depts.ttu.edu/ode.

NOTE: The Guide for the College-Bound Student-Athlete published by the NCAA states that "Courses completed through credit-by-exam may not be used" to meet core-course requirements. Please refer to the NCAA website for further information at: http://www.ncaapublications.com/Uploads/PDF/2009-10%20CBSA_Web5f0f3230-c5fb-422c-8c69-a572338d05be.pdf

CREDIT BY EXAMINATION FOR RECOVERY (WITH PRIOR INSTRUCTION)

See Policy EEJA (Local)

Students who have met compulsory state attendance requirements (Policy FEA Legal) in a semester course and who have failed the course with a grade of no less than 60 may recover credit for the course by passing an examination of the Texas Essential Knowledge and Skills of the course. Students should consult their counselor for more information regarding credit by examination for credit recovery. Students must receive a 70 or above on the examination to receive credit for the course. Note: These courses will appear on transcript but will not be included in GPA calculation.

NOTE: The Guide for the College-Bound Student-Athlete published by the NCAA states that "Courses completed through credit-by-exam may not be used" to meet core-course requirements. Please refer to the NCAA website for further information at: http://www.ncaapublications.com/Uploads/PDF/2009-10%20CBSA_Web5f0f3230-c5fb-422c-8c69-a572338d05be.pdf

CREDIT RECOVERY PROGRAM

Clear Creek ISD offers a computer-assisted credit recovery program. Through this program, high school students may earn credits in classes that they have taken and failed. Students who are interested in utilizing this option to recover credit should speak with their counselor. Not all subjects are available in this computer-assisted format.

CLEAR VIEW EDUCATION CENTER

Clear View Education Center Program Design: This program is designed to help students **in grades 7 through 12** achieve academic success in a caring and supportive environment. Clear View serves students who thrive in a small school setting. Students have the opportunity to complete classes and work toward graduation in a smaller learning community setting by using technology and other resources to achieve academic success. Students who wish to come to Clear View must start the process by filling out the application which can be found on the school's website**:**

http://www.ccisd.net/schools/cvhs_hsapplication.pdf (high school application)
http://www.ccisd.net/schools/cvhs_intapplication.pdf (intermediate school application)

Clear View Eligibility: Students are required to interview and are accepted as space allows. Students must meet all criteria established by the school.

CLEAR STARS EVENING EDUCATION PROGRAM

Clear Stars Evening Education gives high school students who have not completed their high school education an opportunity to earn additional credits in preparation to receive a high school diploma. Courses are open to students who need to make-up deficiencies of high school credits and to students wishing to earn additional high school credits. Students may only enroll with the approval of their principal or counselor.

Clear Access Academy Plus
Clear Access Academy Plus provides students enrolled in one or more Clear Access courses the use of a CCISD computer lab and the optional help of a technology proficient instructor during Clear Stars Evening Education hours. Attendance is not mandatory for students enrolled in Clear Access Academy Plus, although students will be expected to follow all course requirements mandated by Clear Access.

General Equivalency Diploma (GED)
Students wishing to attain a General Equivalency Diploma (GED) will have the ability to use a CCISD computer lab to take an online preparation course. The cost to take the GED exam is included for CCISD students. (Out-of-district students will have the use of a CCISD computer lab to take the online preparation course, but will be expected to pay for the GED exam.)

Location/Times
Clear Stars Evening Education classes and GED preparation classes meet two nights each week (Monday/Wednesday or Tuesday/Thursday) from 6:00 - 8:45 p.m. Students enrolled in Clear Access and are utilizing a computer lab through Clear Access Academy Plus may attend at any time Monday - Thursday, 6:00 - 8:45 p.m. All classes are held at the Clear View Education Center, 400 South Walnut, Webster, TX 77598.

Alternative Options for Earning High School and College Credit

EARLY COLLEGE ADMISSIONS

See Policy EHDD (Local)

Students may be accepted for early admission to college at the end of the second or third year of attending high school. Such students shall receive a high school diploma provided all state graduation requirements are met.

Early college admission programs are those in which students enroll in college, forfeiting enrollment in high school and losing, consequently, eligibility to participate in high school programs, UIL or other competitions, class ranking, and graduation exercises.

CONCURRENT ENROLLMENT

See Policy EHDD (Local)

Students can be concurrently enrolled in both a CCISD high school and a college. Students must receive prior approval from their high school counselor. Students must meet college entry requirements to obtain credit and enroll in courses. Some college courses have been identified to provide both high school and college credit as defined by the Dual Credit program below.

STATEU.COM

Stateu.com is a network of state universities partnering with CCISD to provide high quality, online dual credit courses to juniors and seniors. This dual credit program allows students to enroll in a university and earn both high school and college credit. Lamar University and The University of Texas at Arlington offer this online program providing a stimulating and challenging learning experience that transcends scheduling, teacher availability and geography. More information is available in the counseling office.

CLEAR HORIZONS EARLY COLLEGE HIGH SCHOOL

Clear Creek ISD opened **Clear Horizons Early College High School (CHECHS**) campus on the San Jacinto College South campus in August 2007. CHECHS offers highly capable and highly motivated students an opportunity to participate in a challenging and rigorous academic program. Students attend CHECHS campus full time and begin college-level classes in the ninth grade. Taking advantage of dual credit opportunities and a customized high school sequence of courses, students can earn 60 college hours and/or receive an Associates' Degree during their four years of high school. CCISD covers the cost of tuition and books for CHECHS students who are enrolled in college level classes that fulfill high school and college degree requirements.

High School course work at CHECHS is at the PREAP and AP levels; and service learning and internships are required of all students. Students who are interested in applying to CHECHS are encouraged to take PREAP courses in intermediate school to prepare for the rigor of the program. In the spring semester of their 8th grade year, students interested in enrolling at CHECHS will complete an application for admissions to CHECHS and to San Jacinto College South. Students enrolled in CHECHS are expected to commit to the program for their entire four years of high school. Please see the CCISD website for additional information about Clear Horizons Early College High School (www.ccisd.net/ECHS).

COLLEGE OF THE MAINLAND COLLEGIATE HIGH SCHOOL

Collegiate High School (CHS) is an Advanced Academic Middle College Program for high school students in grades 9-12 who seek an academically challenging, mature educational environment. CHS offers rigorous academic instruction, career guidance, academic counseling, and work-based learning opportunities. By optimizing dual credit opportunities, students may complete high school graduation and associate degree requirements simultaneously.

Through specially designed Transitions classes and activities, CHS students are allowed to enroll as full-time college students at College of the Mainland. With the support of their local high school, students may remain enrolled in their local high school, but complete their school day on the college campus. Students can continue their participation in extra-curricular and UIL activities, while enjoying the rigors of college academics.

Students and parents should strongly consider that students entering this program will be considered college students and expected to perform accordingly. High school procedures will not be followed in the college classes and college instructors follow their own grading and attendance procedures. Progress reports and other parent notifications will not be sent home from college classes. Students must be mature enough to motivate themselves to be successful in an adult environment.

DUAL CREDIT

See Policy EHDD (Local)

Students enrolled in grades 9-12 are eligible to be awarded credit toward high school graduation for completing college-level courses. This process is called Dual Credit and CCISD has agreements with College of the Mainland and San Jacinto College for Dual Credit opportunities. College of the Mainland and San Jacinto College have different guidelines and criteria for admission; these requirements are the student's responsibility.

CCISD has determined the courses for which Dual Credit is awarded. These courses provide advanced academic instruction beyond or in greater depth than the Texas Essential Knowledge and Skills (TEKS). *In the event that all TEKS of the high school course are not covered in the college-level course, students may be required to complete additional work to ensure complete coverage of the TEKS.* In order to receive the high school credit portion of Dual Credit, the course grade must be at least a "C" on the college grading scale. Although a grade of "D" is considered "passing" on the college level, high school Dual Credit is not awarded. If a student makes a "D" or fails a Dual Credit course, he/she must recover the high school credit if the course or credit is required for high school graduation.

The Dual Credit course, grade, and high school credit earned are posted on the high school transcript. To obtain Dual Credit in year-long courses such as English IV or US History, a student must take both replacement college Dual Credit courses. A student may only receive full credit after completing one full year at the college level (i.e. cannot mix 0.5 high school credit and 0.5 Dual Credit). With the exception of courses taken through Clear Horizons Early College High School, courses taken by Dual Credit do not earn grade points and are not considered in the grade point average at the high school. These courses do have a grade and grade point posted on the **college** transcript.

Students must complete the **CCISD College Credit Endorsement** form and get approval before registering for the college courses. Endorsement forms are located in the Counseling Center on the high school campus. Both the student and the parent/guardian must affirm this request. The student must provide the college with a copy of this endorsement. The student is responsible for costs associated with taking college courses, including the purchase of the college-level text and any ancillary materials. Students enrolled in Dual Credit courses are eligible for student services, including tutoring and library access, on the respective college campus.

Because Dual Credit courses are college level and are taught by college-employed instructors, any disputes regarding grades, course content, schedules, calendar, attendance or other issues are to be addressed to the respective college. Students with disabilities will need to visit with the Special Populations Department at the college for needed accommodations.

Dual Credit Courses Offered During the School Day

See Policy EHDD (Local)

CCISD, in conjunction with College of the Mainland (COM) and San Jacinto College, offers some Dual Credit course selections during the school day. Juniors and seniors are eligible to participate in this program. Some courses are held on the high school campus, while others meet at San Jacinto College South, COM League City Annex, or San Jacinto College Central at the University of Houston – Clear Lake. CCISD provides bus service for Dual Credit students who meet classes at the San Jacinto College and COM League City Annex.

Dual credit courses offered during the normal school day may include, but are not limited to: English IV, U.S. History, U.S. Government, Sociology, Psychology, College Algebra and Economics.

As with all Dual Credit offerings, students must complete the **CCISD College Credit Endorsement** form and get approval before registering for the college courses. Students may be denied admission to the Dual Credit program based on excessive absences or disciplinary infractions on the high school campus.

The student is responsible for all costs associated with taking college courses, including the purchase of the college-level text and ancillary materials. ***Because Dual Credit courses are college level and are taught by college-employed instructors, any disputes regarding grades, course content, schedules, calendar, attendance or other issues are to be addressed to the respective college.***

Students participating in Dual Credit during the school day will have college-level classes at either the beginning or the end of the school day. College-level classes meet either on Monday and Wednesday or on Tuesday and Thursday. Juniors and seniors in Dual Credit do not attend any college classes on Friday. Since college classes meet twice weekly, students taking Dual Credit will be placed in two (2) periods, (college class will show on student schedule). Juniors must enroll in six (6) hours of college credit (2 classes per semester) and seniors are encouraged to enroll in six (6) hours of college credit (however, seniors may enroll in three (3) hours or six (6) hours). Even if a senior chooses to take only three (3) college hours it will still be necessary to block out two (2) periods in order to be available for the college class schedule. A Dual Credit student must enroll in five high school classes.

Prior to withdrawing from a college course, it is the **student's responsibility** to first discuss this matter with his/her high school counselor to determine if space is available in the comparable high school course listed on pages 74-75. Should the student withdraw from a one semester college-level course (e.g., Government) that is a requirement for graduation, the campus will accept the withdrawal grade and place the student in the comparable high school course. Should the student withdraw from a year-long course during the first semester (e.g., U.S. History), and that course is required for graduation, the campus will accept the withdrawal grade and place the student in the comparable first semester high school course. Should the student withdraw from a year-long course in the second semester (e.g., English IV), the student will either have to take a credit by exam (passing with a 70%) for the fall semester and enroll in the comparable second semester high school course or repeat the first semester of the high school course. School Service and Release Time may not be available options, as limitations on those programs will apply.

Courses for which Dual Credit is available include the following:

Note: Offerings vary by campus and semester. It is the student's responsibility to validate Dual Credit offerings with the *high school counselor.* Each institution grants its own credit.

High School	Credit	Community College
Precalculus	1 credit for 2 semesters	MATH 1316 Trigonometry (COM & SJC) and MATH 2412 Precalculus (COM) or MATH 2312 Elementary Functions (COM & SJC)
College Algebra: Independent Study Finite Math: Independent Study	½ credit for 1 semester	MATH 1314 College Algebra (COM & SJC) MATH 1324
English IV	1 credit for 2 semesters	ENGL 1301 & 1302 Composition I & II (COM & SJC)
Communication Applications	½ credit for 1 semester	SPCH XXXX
Spanish I	1 credit for 2 semesters	SPAN 1411 & 1412 Spanish I & II (COM & SJC)
French I	1 credit for 2 semesters	FREN 1411 & 1412 French I & II (SJC)
German I	1 credit for 2 semesters	GERM 1411 & 1412 German I & II (SJC)
U.S. Government	½ credit for 1 semester	GOVT 2301 US/TX Politics & Const (SJC) GOVT 2301 American National & State Govt (COM)
Economics	½ credit for 1 semester	ECON 2301 Principles of Macroeconomics
Psychology	½ credit for 1 semester	PSYC 2301 General Psychology (COM & SJC)
Geography	1 credit for 2 semesters	GEOG 1301 Physical & 1302 Cultural Geo. (SJC)
History	1 credit for 2 semesters	HIST 1301 & 1302 U.S. History (COM) HIST 1301 & 1302 American History Before 1877 & American History 1877 to Present (SJC)
Sociology	½ credit for 1 semester	SOCI 1301 Introduction to Sociology (COM & SJC)
Biology	1 credit for 2 semesters	BIOL 1406 & 1407 General Biology I & II (SJC) BIOL 1406 & 1407 General Biology I & II (COM)
Independent Study: Scientific Research and Design (CHECHS only)	½ credit for 1 semester	BIOL 1406 & 1407 General Biology I & II (SJC)
Physics	1 credit for 2 semesters	PHYS 1401 & 1402 College Physics I & II (COM & SJC)
Chemistry	1 credit for 2 semesters	CHEM 1411 & 1412 General Inorganic Chemistry I & II (COM & SJC)
Physical Education (Individual Sports)	½ credit for 1 semester	PHED 1118 Advanced Aerobics (SJC) PHED 2110 Advanced Fitness Activities (COM) PHED 1109 Aerobics (COM) PHED 1117 Aerobic Activities (SJC) PHED 1112 Badminton (SJC) PHED 1137 Ballet-Beginning (SJC) PHED 1111 Bowling (SJC) PHED 1119 Bowling I (COM) PHED 1144 Camping (SJC) PHED 1116 Canoeing and Camping (COM) PHED 1106 Canoeing (SJC) PHED 1131 Cycling (COM) PHED 1119 Exercise for Health Fitness (SJC) PHED 1143 Fitness Walking (COM & SJC) PHED 1107 Foundations for Fitness & Wellness (COM) PHED 1113 Golf (SJC) PHED 1124 Golf I (COM) PHED 1133 Jazz- Beginning (SJC) PHED 1114 Jogging (SJC) PHED 1117 Karate I (COM) PHED 1145 Kickboxing for Fitness (SJC) PHED 1107 Life Guarding & Life Guard Inst (SJC) PHED 1140 Martial Arts (SJC) PHED 1130 Modern Dance (SJC) PHED 1109 Racquetball (SJC) PHED 1120 Racquetball I (COM) PHED 1122 Racquet Sports (COM) PHED 1102 Sailing I (COM) PHED 1151 Scuba Diving (COM & SJC) PHED 1135 Social Dance (SJC) PHED 1105 Swimming- Beg/Inter (SJC) PHED 1101 Swimming I Beginning (COM)

High School	Credit	Community College
		PHED 1142 Swimming –Fitness (SJC) PHED 2155 Swimming II, Life Guarding (COM) PHED 2255 Swimming III, Water Safety Instr. (COM) PHED 1136 Tap Dance- Beginning (SJC) PHED 1101 Tennis-Beginning (SJC) PHED 1125 Tennis I (COM) PHED 1116 Water Aerobics (SJC) PHED 1103 Water Exercise—Aquatic Potpourri (COM) PHED 1123 Weight Training (SJC) PHED 1110 Weight Training (COM) PHED 1134 Yoga (SJC) PHED 1139 Yoga II
Physical Education (Team Sports)	½ credit for 1 semester	PHED 1120 Basketball (SJC) PHED 1121 Basketball (COM) PHED 1121 Slow Pitch Softball (SJC) PHED 1122 Soccer (SJC) PHED 1130 Soccer (COM) PHED 1123 Softball (COM) PHED 1126 Team Sports (SJC) PHED 1126 Volleyball I (COM) PHED 1104 Volleyball (SJC)
Sculpture IV	1 credit for 2 semesters	ARTS 2326 & 2327 Sculpture I & II (COM & SJC)
Drawing IV	1 credit for 2 semesters	ARTS 1316 & 1317 Drawing I & II (COM & SJC)
Theatre Tech IV	1 credit for 2 semesters	DRAM 1330 Stagecraft I (COM) DRAM 1330, 2331 Technical Production I & II (SJC)
Theatre IV	1 credit for 2 semesters	DRAM 1120 Rehearsal & Performances (COM & SJC) DRAM 1310 Theatre (SJC)
Instrumental Music IV/ Orchestra IV	1 credit for 2 semesters	MUEN 1121 Instrumental Ensemble (COM)
Band IV	1 credit for 2 semesters	MUSI 1133 & 2133 Woodwind Ensemble (COM) MUEN 1122 Concert Band (SJC)
Vocal Music IV	1 credit for 2 semesters	MUSI 1141 & 2141 COM Singers (COM) MUEN 1141 College Choir (SJC)
Dance IV	1 credit for 2 semesters	DANC 1101 & 1102 Theatre Dance Forms (COM) DANC 1151 & 1152 Dance Performance I & II (SJC)
Accounting I	½ credit for 1 semester	ACNT 1303 Intro to Accounting (COM & SJC)
Accounting II	½ credit for 1 semester	ACNT 2301 Accounting Principles I (COM & SJC)
Diesel Mechanics	1.5 HS credits for 1 semester	DEMR 1406 Diesel Engine I (SJC)
Metal Trades	1.5 HS credits for 1 semester	WLDG 1425 Intro to Oxy-Fuel Welding & Cutting (COM)
Sheet Metal	1.5 HS credits for 1 semester	WLDG 1430 (COM) WLDG 1528 Intro to Shielded Metal Arc Welding (SJC)
Welding	1.5 HS credit for 1 semester	WLDG 1421 Intro to Welding Fundamentals (COM)
Child Care & Guidance Mgmt. & Services I	1 HS credits for 1 semester	CDEC 1366 Child Care Practicum (COM)
Child Development	½ HS credit for 1 semester	CDEC 1354 Child Growth & Development (SJC)
Intro to Criminal Justice	½ HS credit for 1 semester	CRIJ 1301 Intro to Criminal Justice (COM & SJC)
Crime in America	½ HS credit for 1 semester	CRIJ 1307 Crime in America (SJC)
Cosmetology	1.5 HS credits for 1 semester	COSM 1801 Fund. of Cosmetology (COM) CSME 1354 Artistry of Hair Design I (SJC)
Business Computer Info Sys I	½ HS credit for 1 semester	ITSC 1309 Integrated Software App I (SJC) ITSC 1305 Intro to PC Operating Systems (SJC)
Engineering Graphics	½ HS credit for 1 semester	DFTG 1409 Basic Computer-Aided Drafting (COM & SJC)
Heating, Ventilation, Air Conditioning & Refrigeration	1.5 HS credits for 1 semester	HART 1401 Electricity Principles (COM) HART 1401 Basic Electricity for HVAC (SJC) HART 1403 A/C Control Principles (SJC) HART 1047 Refrigeration Principles (COM) HART 1407 Refrigeration Principles (SJC)
Keyboarding	½ HS credit for 1 semester	POFT 2301 Document Formatting & Skill Building (COM & SJC)
Word Processing Applications	½ HS credit for 1 semester	POFI 2301 Word Processing (SJC)
Power Technology	1.5 HS credits for 1 semester	PTAC 1302 Introduction to Process Technology (COM & SJC)
Principles of Marketing	½ HS credit for 1 semester	MKTG 1311 Principles of Mktg. (COM & SJC)
Interior Design	½ HS credit for 1 semester	INDS 1411 Fundamentals of Interior Design (SJC)

Clear Creek ISD
Dual Credit / Early Admission Endorsement Form

Student Name: _____ **Date:** _____

High School/SLC: _____ **College:** ❑ **SJCD** ❑**COM**

CCISD Student ID _____ **College ID** _____

The student named above has our permission to seek admission for enrollment in college-level courses at San Jacinto College/College of the Mainland. A completed College Application for Admission has been submitted. This enrollment form must be signed by the high school designee, the student, and the parent/guardian and submitted to the Dual Credit/Early Admission Office prior to or at the time of registration. Students must request that their official high school transcript, including test scores, be sent to San Jacinto College/College of the Mainland for admission purposes.

High school students are limited to two Dual Credit courses per term. Exceptions to this limitation may be approved by the high school principal or designee and the chief academic officer of the college for students with demonstrated outstanding academic performance and capability (as evidenced by grade point average, ACT or SAT scores, or other assessment indicators).

List each college course to be taken. Complete the checklist to the right for each course. **COLLEGE COURSE NAME**	**TERM ENROLLED**			**TYPE OF CREDIT**		**ONLINE**	
	FALL	SPRING	SUMMER	DUAL	EARLY	NO	YES
Example: ENGL 1301	*X*			*X*		**X**	
1.							
2.							
3.							
4.							

Sample

Student and parent's responsibilities:

- Financial obligation to pay for (Reduced) Tuition and Fees for Dual Credit course(s) and/or Early Admission course(s), as well as textbooks for these courses. (Financial Aid may be available to qualified students. It is the student and parent's responsibility to complete necessary documentation (www.fafsa.ed.gov/) and contact the financial aid department at the college campus to determine eligibility).
- Research transferability of Dual Credit course(s) and/or Early Admission course(s) to other institutions of higher education.
- In order to withdraw from a college course, the student must submit the required withdrawal request to the Dual Credit/Early Admission Office by the published deadline in the Schedule of Classes. Prior to withdrawing from a college course, it is the student must first discuss this matter with his/her high school counselor. The grade at the time of the withdrawal will transfer to the high school campus and will be calculated as a "grade in progress".

A letter grade will be recorded on the permanent college transcript. A numeric grade assigned from the college will be recorded on the permanent high school transcript for each college credit course in which the student is enrolled.

Academic Freedom is practiced at San Jacinto College and College of the Mainland. Academic Freedom allows faculty and students to pursue inquiry they feel is important and to speak about it in the classroom. Students may encounter adult language and images, different philosophical viewpoints, and belief systems. Appropriate and essential discipline-specific terminology, concepts, and principles are utilized as needed in the classroom setting. All students are held accountable to the policies, rules and regulations published in the San Jacinto College/College of the Mainland Catalog and Student Handbook.

HS Designee Signature: _____ Title: _____

Student Signature: _____Parent/Guardian Signature: _____

Students needing additional information may call the Dual Credit office for the college in which he/she is enrolling.

SJC Central 281-478-3628 SJC South 281-929-4653 COM 1-888-258-8859 x534

CTE - COLLEGE TECH PREP - ADVANCED TECHNICAL CREDIT PROGRAM (ATC)

College Tech Prep is a six year plan that includes a coherent sequence of articulated CTE courses beginning in the 9th grade. The Advanced Technical Credit Program allows students to earn college credit for ATC articulated courses leading to an AAS Technical degree at most community colleges in the state. The benefits of earning articulated community college course credits are:

- Avoids duplication of courses at the community college.
- Saves money (tuition cost) and time (course load) while pursuing an AAS degree.
- Opens the door to college by providing curriculum-enhanced **ATC** courses during high school.
- Provides training for technical entry-level skills while in high school.
- Provides specialization training to earn licenses and/or certificates in some **ATC** courses.

Students in **College Tech Prep Programs** can earn college credit while in high school through:

- Content-enhanced **ATC** (statewide)* and locally articulated **CTE** courses.
- Dual Credit courses.
- College Board Advanced Placement (AP) exams.

*Note: High school juniors and seniors who earn 80 (3.0) or higher may count ATC courses as advanced measures for the Distinguished Achievement Plan (DAP). Each ATC course will include TP (Tech Prep) at the end of the course abbreviation and will be denoted with the letter A on student transcripts.

Guidelines for petitioning the award of college credit through the **Advanced Technical Credit Program** are:

- Complete **ATC** articulated course or last course in an **ATC**-required sequence, in grades 11 or 12.
- Successfully complete **ATC** articulated high school courses and required prerequisites with a grade of 80 (3.0) or higher.
- Enroll in a participating two-year college within 15 months after high school graduation.
- Declare a college major that includes the equivalent college course(s) in the degree plan.
- Visit your college advisor or program coordinator and enroll in the next level of courses.
- Students may be required to complete six (6) additional non-developmental college hours in any subject (includes credit awarded by dual credit and/or qualifying scores on AP or CLEP exams).
- Petition for award of Advanced Technical Credit. (Award of academic transfer credit for eligible courses may require a challenge exam).
- Verify that articulated courses have been posted to your college transcript.

Before enrolling, contact the college of your choice to verify that it will award Advanced Technical Credit for the courses you plan to take, or have taken, in high school. Not all public community colleges in Texas participate in the ATC program. Not all participating community colleges offer all courses covered by the ATC program.

ADVANCED TECHNICAL CREDIT (ATC) COURSES
Students and parents may access a list of courses at:
http://www2.ccisd.net/Departments/StudentSupportServices/CourseSelection.aspx

Acceptance of High School Transfer Credit(s)

CREDIT VALIDATION FROM NON-ACCREDITED SCHOOLS

High School students who transfer from a non-accredited public, private, or parochial school, including home school and foreign schools, may validate credits, which apply toward graduation. Note: These courses will appear on the transcript but will not be included in GPA calculation. A grade of "P" (passing) will be awarded for each non-accredited semester course upon validation. Students may not receive credit for home school courses taken concurrently while enrolled at a Clear Creek ISD school. **CCISD will not provide alternative methods for students to earn credit for foreign languages not taught in CCISD.**

In order to validate the credits, the student must choose one of the two options below and provide a transcript, as well as a course syllabus, for each course completed:

1. Pass exams selected by taking Credit by Examination through Texas Tech University or The University of Texas at Austin with a score of at least 75.

   Credit by Examination will be awarded in each individual subject area per semester (1/2) credit. The cost of the examination(s) is the student/parent's responsibility. All Credit by Examination courses must be approved by a school administrator or counselor. A secondary student assessed by Credit by Examination will be given adequate time to prepare for the test, particularly if multiple subject examinations are required. Students should consult their counselor for more information regarding credit by examination for credit validation.

2. Meet District and State curriculum requirements by successfully completing two (2) semesters of coursework according to the chart and requirements below:

Non-Accredited School Courses	District Sequential Course
English I	English II
English I & II	English III
English I, II, & III	English IV
Reading I	Reading II
Reading I & II	Reading III
Algebra I	Algebra II
Geometry	Pre-Calculus
Algebra I, Geometry, and Algebra II	Pre-Calculus or AP Statistics
Algebra I, Geometry, Algebra II, and Pre-Cal	Calculus or AP Statistics
Biology	AP Biology
IPC	Chemistry & Physics
Chemistry	AP Chemistry
Physics	AP Physics
Other Language I	Other Language II
Other Language I & II	Other Language III
Other Language I, II, & III	Other Language IV
Social Studies courses	No Sequence Available

   (a) Credit will be awarded upon validation of successful completion of the district sequential course with a grade of 75 or better.
   (b) The sequential course is taken in a district school. Courses that are not offered by a district school will not be considered for validation purposes.

   In courses which do not appear on the chart, students must use option one above. If a student chooses option two above and is not successful, he/she may still choose option one.

   Exception: Successful completion of the second semester of a district, full-year course can be used to validate the first semester of the same full-year course.

NOTE: The Guide for the College-Bound Student-Athlete published by the NCAA states that "Courses completed through credit-by-exam may not be used" to meet core-course requirements. Please refer to the NCAA website for further information at: http://www.ncaapublications.com/Uploads/PDF/2009-10%20CBSA_Web5f0f3230-c5fb-422c-8c69-a572338d05be.pdf

EARLY HIGH SCHOOL GRADUATION SCHOLARSHIP

Program Purpose

The purpose of the Early High School Graduation Scholarship Program is to provide tuition and fee assistance to students completing grades 9 - 12 early or with a significant number of college hours; thus, enabling and encouraging the student to attend college in Texas.

Who can apply?

Students who graduated *on or after 6/15/2007* and …

- Graduated from a Texas public high school;
- Completed either the recommended high school curriculum or the distinguished achievement high school curriculum* in no more than 36 consecutive months, no more than 41 months or no more than 46 months;
- Attended one or more public high schools in this state for the majority of time the person attended high school;
- Register for the Selective Service or are exempt from this requirement; and
- Are US citizens or otherwise lawfully authorized to be in the United States.

A student who does not satisfy the high school curriculum requirement will be considered to have satisfied those requirements if the high school from which the student graduates notes on the student's transcript that the student was unable to complete the appropriate curriculum within the time allowed because the necessary courses were unavailable due to course scheduling, lack of enrollment capacity or another cause not in the student's control.

Eligibility to receive an award through this program begins with the first regular semester or term following high school graduation (excluding the summer session between graduation and the first fall term). Eligibility ends six years later, unless the student seeks and is granted a hardship extension.

Where may the awards be used?

May be used at both public and private, non-profit colleges and universities in Texas. If the award is used at a Texas non-profit private college or university, the college or university must provide a *matching* scholarship (or combination of smaller scholarships of matching value) to use this credit. No funds may be used to pay for continuing education classes for which the college receives no state tax support.

How much can be awarded?

- An otherwise eligible student who graduates in no more than 36 months receives $2,000 for use toward tuition and required fees. If he/she also graduates with at least 15 semester credit hours of college credit, he/she may receive an additional $1,000.
- An otherwise eligible student who graduates in more than 36 months but no more than 41 months receives $500 for use toward tuition and required fees. If he/she also graduates with at least 30 semester credit hours of college credit, he/she may receive an additional $1,000.
- An otherwise eligible student who graduates in more than 41 months but no more than 46 months can receive $1,000 if he/she graduates with at least 30 semester credit hours of college credit.

How can I apply?

The high school counselor must submit a certification form to the Texas Higher Education Coordinating Board on the student's behalf. The Board then assesses the student's eligibility, determines his/her award, and if the student qualifies, sends an award letter to the student, the relevant high school and the college the student plans to attend.

Grade Point Average, Rank, and Classification

GRADE POINT AVERAGE

Each semester course has a designated grade point level (GPA Level) used to determine rank in class and grade point average (EIC Local). Courses designated as Level 1 courses include: Advanced Academic (Adv Acad), Pre-advanced Placement (PreAP), Advanced Placement (AP), and Gifted and Talented (GT) courses. Level 2 courses include all general education courses. Level 3 courses are courses which are modified in content by the Special Education ARD committee. In order to maintain a maximum GPA of 6.0, grade points will be weighted as follows:

For freshmen entering high school in August of 2007, and thereafter, at high schools with a traditional 7 or 8 period class schedule:

ACTUAL GRADE	GRADE POINTS		
	Level 1	Level 2	Level 3
100	6.0	5.0	4.0
99	5.9	4.9	3.9
98	5.8	4.8	3.8
97	5.7	4.7	3.7
96	5.6	4.6	3.6
95	5.5	4.5	3.5
94	5.4	4.4	3.4
93	5.3	4.3	3.3
92	5.2	4.2	3.2
91	5.1	4.1	3.1
90	5.0	4.0	3.0
89	4.9	3.9	2.9
88	4.8	3.8	2.8
87	4.7	3.7	2.7
86	4.6	3.6	2.6
85	4.5	3.5	2.5
84	4.4	3.4	2.4
83	4.3	3.3	2.3
82	4.2	3.2	2.2
81	4.1	3.1	2.1
80	4.0	3.0	2.0
79	3.9	2.9	1.9
78	3.8	2.8	1.8
77	3.7	2.7	1.7
76	3.6	2.6	1.6
75	3.5	2.5	1.5
74	3.4	2.4	1.4
73	3.3	2.3	1.3
72	3.2	2.2	1.2
71	3.1	2.1	1.1
70	3.0	2.0	1.0
Below 70	0	0	0

The semester grade is used to determine the number of grade points awarded for each course when calculating the student's grade point average. Grade points earned in courses taken in grades 9-12 are used to determine rank in the graduating class.
The following WILL NOT be calculated in the GPA:

- courses taken prior to grade nine
- correspondence courses
- credit by examination
- summer school courses
- online courses taken outside of the school day
- dual credit, with the exception of dual credit courses taken at Clear Horizons Early College High School
- PLATO—credit recovery
- credits from non-accredited or foreign institutions
- alternative Physical Education credits
- any other means beyond the regular school day

RANK IN CLASS

See Policy EIC (Local)

Class rank shall be based upon the grade point average. It is determined by dividing the total number of grade points earned by the total number of semester units attempted, resulting in a maximum grade point average of 6.0. In case of ties in rank, "Those students who are tied should be given the same rank, one position below the next highest student. The student next below those tied should be given a rank determined by the total number of students whose average exceeds this." (From Rank in Class by the Joint Committee on School-College Relations of AACRAO and NASSP.)

For Seniors Only: Class Rank will be calculated only after the END of each semester. In order to be considered for honors, a student must have completed all outside course work before the end of the first nine weeks of the spring semester with the exception of dual credit courses in progress. This includes DAP Scholar Honor Graduates. After graduation, final class rank is determined and recorded on the academic achievement record.

HONOR GRADUATES

See Policy EIC (Local)

District honor graduates shall be determined after the completion of the first semester of the senior year to include students with the following cumulative grade point averages: Summa Cum Laude: 6.0-5.0, Magna Cum Laude: 4.99-4.75, Cum Laude: 4.74-4.5.

Students graduating on the Advanced/Distinguished Achievement Program will also be considered District honor graduates.

In order to be considered for honors, a student must have completed all outside course work before the end of the first nine weeks of the spring semester (3rd nine weeks) with the exception of dual credit courses in progress. This includes DAP Scholar Honor Graduates.

To be eligible for valedictorian or salutatorian honors, a student shall graduate in four years or less, be enrolled in the District for the entire last two years of high school, and be enrolled in the same high school their entire senior year. There shall be one valedictorian and one salutatorian for each graduating class. The valedictorian shall be the student with the highest grade point average and the salutatorian shall be the student with the second-highest grade point average. The tie-breaker system for valedictorian and salutatorian is listed in CCISD Policy EIC (Local) Regulation.

TOP 10 PERCENT RULE FOR COLLEGE ADMISSIONS

Students who are in the top 10 percent of their graduating class are eligible for automatic admission to any public university in Texas*.

To be eligible for automatic admission, a student must:

- Graduate in the top 10 percent of his or her class at a public or private high school in Texas, or
- Graduate in the top 10 percent of his or her class from a high school operated by the U.S. Department of Defense and be a Texas resident or eligible to pay resident tuition;
- Enroll in college no more than two years after graduating from high school; and
- Submit an application to a Texas public university for admission before the institution's application deadline (check with the university regarding specific deadlines).
- Students admitted through this route may still be required to provide SAT or ACT scores, although these scores are not used for admissions purposes. Students must also take the THEA test, unless exempted from the test requirement. Check with the admissions office regarding THEA, SAT, and ACT requirements…)

After a student is admitted, the university may review the student's high school records to determine if the student is prepared for college-level work. A student who needs additional preparation may be required to take a developmental, enrichment, or orientation course during the semester prior to the first semester of college.

Admission to a university does not guarantee acceptance into a particular college of study or department. Regardless of class ranking, all students are encouraged to apply to the college of their choice.

* SB 175, passed by the 81st Legislature, modifies the top 10 percent admissions program for The University of Texas at Austin. Beginning with college admissions for the 2011 summer/fall class, the University of Texas at Austin **will automatically admit all eligible applicants who rank within the top 8% of their high school class**, with remaining spaces to be filled through holistic review.

CLASSIFICATION BY CREDITS

See policy EIC (Local)

Classifications are made only at the beginning of each school year with the exception of a student whose reclassification at mid-term enables him/her to graduate at the end of that spring semester. This determination is made by the principal. Students may not replace a lunch period with a credit class. (EIC Local).

Students are classified according to the number of state credits they have earned. Required state credits are listed below:

Classification	Grade	Credits
Sophomore	(10th)	6
Junior	(11th)	12
Senior	(12th)	19

DIPLOMAS

All students who graduate from Clear Creek ISD schools will receive the same diploma.

A report card and letter of attendance will be given to foreign exchange students to validate enrollment at a Clear Creek ISD high school for one or two semesters.

Seniors who do not complete the last semester's work in the District's senior high schools, but who wish to receive a diploma from the District, shall have prior approval from the Superintendent or designee. (See FMH Local).

The date of the diploma shall reflect the academic year in which all graduation requirements are satisfied.

Course Registration

INFORMATION ABOUT COURSES

In the course description section you will find a brief description of every course offered in Clear Creek Independent School District (CCISD) high schools, as well as the grade level requirements for specific courses and any possible prerequisites. Elective courses are offered as a result of student interest. If there is insufficient enrollment for a course, or certified teachers are not available to teach the course, the course will not be offered and alternative selections will be made.

Students are urged to plan their course selections carefully. Although students will receive specific instructions and assistance from a high school counselor during the pre-registration process, the responsibility for selecting appropriate career and graduation choices rests with students and parents. Students will choose specific courses with parent approval.

SCHEDULE CHANGES

Students select courses in the spring prior to the next school year by utilizing the information learned in the Naviance Family Connection process and after discussions with teachers and parents. Careful, thoughtful decisions must be made during this process. Verification listings are provided to the students in the spring so each student can confirm that the correct choices have been input into the computer database. Each campus will set a final date for course request corrections to be submitted for review and processing. For students with disabilities, special education courses are determined by the Admission, Review, and Dismissal (ARD) committee. Students' schedules must coincide with ARD recommendations.

Master schedules and teacher hiring are based on student requests; therefore, few schedule changes are approved.

Students who receive special permission to change a class schedule are subject to limitations. When a student moves from one level to another level, the actual grade earned in the previous class transfers with him/her to the new class, regardless of the level. This grade will be calculated into the proper grading period (nine weeks and semester). The student assumes all responsibility for the requirements in the course entered.

Schedule changes will be considered during the first 5 class days for the following reasons only:

A. Student is a senior not scheduled in a course needed for graduation.
B. Student has already earned credit for a course in which he/she is currently scheduled.
C. Student does not have the prerequisite(s) for a class listed on his/her schedule.
D. Student has previously failed a course with the same teacher.
E. Student has been dismissed from a program where approval must be granted for placement.
F. Student does not have a full schedule.
G. Data entry error (no lunch, class listed twice, free period, etc.) has occurred.
H. Student needs remedial coursework for TAKS graduation requirements.
I. A class is listed that the student did not request.

Course Level Changes: Course level changes will be considered only at the end of the first six weeks grading period for each course that offers a different level of the same course. To be considered for a transfer from an Enriched, Advanced Academic, PreAP, or AP course, the student must have made a sincere effort to succeed by attending tutorials, completing his/her work, and by conferencing with his/her teacher. The parent must conference with the teacher before a course level change will be considered. If these conditions are met and the student is earning less than a grade of 75, that student will be considered for a change. Space availability in the receiving course will be a consideration for a course level change.

For Seniors Only: The symbols W/P (withdrew passing) and W/F (withdrew failing) are used for students who withdraw from a class after the date for which a student may enroll in and receive credit for another course per FEC (Legal), including courses that do not offer a course level change. Grades recorded as W/P or W/F are included in the calculation of the GPA for zero (0) grade points. No credit is awarded. Students must enroll in five high school classes to be considered full-time high school students.

Emergency Situations: Students with disabilities who miss a significant amount of school for unavoidable emergency reasons may request consideration to drop a class with no academic repercussions through the Admission, Review, and Dismissal (ARD) or 504 process.

COURSE DESCRIPTIONS

This section of the planning guide contains descriptions of all courses offered in grades nine through twelve in Clear Creek Independent School District (CCISD) high schools. Descriptions are divided into content areas and include information about course content, grade placement, prerequisites, and credits. Unless otherwise indicated for the specific course description, credit is awarded or denied at the end of each semester. Students are required to achieve a grade of seventy or higher to receive credit in a course. Generally, courses have a value of one-half credit per semester; however, some courses in Career and Technical Education receive a greater number of credits.

Adv Acad — Advanced Academic
Advanced Academic courses are courses with the same rigor as AP and PreAP courses, but for which neither an Advanced Placement course nor an Advanced Placement test is offered (GPA Level 1).

AP — Advanced Placement
Advanced Placement courses are college-level courses which follow a curriculum outlined by The College Board. These courses prepare students for College Board Advanced Placement exams leading to possible college credit. Students interested in advanced placement credit in college courses should contact the college or university of their choice to obtain policies and standards regarding advanced placement credit (GPA Level 1).

ATC – Advanced Technical Credit
Advanced Technical Credit courses are enhanced technical courses in which credit can be transferred to community colleges. Participating colleges have agreed to offer students credit for these courses, provided the college offers the course and the student meets the required criteria.

Credit Recovery Program
CCISD offers a computer-assisted credit recovery program. Through this program, high school students may earn credits in classes that they have taken and failed. Students who are interested in utilizing this option to recover credit should speak with their counselor to determine eligibility. Not all subjects are available in this computer-assisted format. These courses do not count in GPA.

Dual Credit
Students enrolled in grades 9-12 are eligible to be awarded credit toward high school graduation for completing college-level courses. See page 72-76 for additional information. These courses will not count in GPA.

English as a Second Language (ESL/ESOL) and Sheltered Instruction
The ELL Program enables our English Language Learners to become competent in the comprehension, speaking, reading, and composition of the English language through ESOL (English for Speakers of Other Languages) classes and sheltered math, science, social studies, as well as certain elective courses such as reading. Through the integrated use of second language methodology and sheltered instruction students also master the Texas Essential Knowledge and Skills of English Language Arts in addition to the core content areas of mathematics, science and social studies. See page 168 for a full listing of ESOL/ELL courses.

Enriched
Enriched courses are courses that meet the Texas Essential Knowledge and Skills (TEKS), but extend above and beyond the TEKS, for the purpose of enrichment and preparation for advanced coursework (GPA Level 2).

General Education
Courses designed to meet the requirements as established in the Texas Essential Knowledge and Skills (TEKS). Differentiated instructional strategies are implemented (GPA Level 2).

GT - Gifted and Talented
Courses designated GT are those courses in which a differentiated curriculum and differentiated instructional strategies are used to meet the needs of students identified as gifted and talented by the CCISD Gifted and Talented Program (GPA Level 1).

PreAP — Pre-advanced Placement
PreAP courses are courses whose content, rigor, and course sequence offer a challenging curriculum and prepare students for the option of Advanced Placement courses. Advanced Placement tests are not offered by The College Board for PreAP courses (GPA Level 1).

Sp Ed – Special Education
Special Education Modified Curriculum Courses for students with disabilities are determined by their Admission, Review, and Dismissal Committee. Modified courses can be taught in the general and/or special education setting as documented in the student's current Individual Education Plan. These courses are developed from the student's individualized goals and objectives which are based on the Texas Essential Knowledge and Skills (GPA Level 3).

NOTE: Not all courses are available at all campuses. Students may only register for courses listed on their local campus course selection sheets,

except for the CTE application courses noted on pages 42, 43, 44, 46, 48, 52, and 53.

ENGLISH/LANGUAGE ARTS

ENGLISH

1011 English I, 1 credit (state) **GPA Level 2**
Grade Level(s): 9-12 **Prerequisite(s):** None
Notes: 1014 English I: Sheltered (For English Language Learners); LPAC approval required; see page 168.

In English I, students increase and refine their communication proficiencies while focusing on the knowledge and skills identified in the TEKS. Writing assignments revolve around six specific traits (ideas, organization, voice, word choice, sentence fluency, and conventions), and compositions vary in form and length. Students in the course read extensively in multiple genres from world literature; they learn about various literary forms and terms, build their vocabulary, participate in research activities, and refine their grammar skills.

1016 English I for Speakers of Other Languages (ESOL I), 1 credit (state) **GPA Level 2**
Grade Level(s): 9-12 **Prerequisite(s):** LPAC approval
Notes: Only recent immigrant students with limited English proficiency may enroll.

In English I for Speakers of Other Languages (ESOL I), ELL students receive intensive instruction in listening, speaking, reading, writing, and comprehending English, with a focus on the TEKS in English using strategies and methodologies appropriate for English Language Learners. These students increase and refine communication skills, practice all types of writing, and are exposed to a variety of genres from world literature. Within this course, students also learn about various literary forms and terms, build their vocabulary, participate in research activities, and refine their grammar skills. Students develop competence in English, preparing them to be successful in all academic subjects.

1017 English I (Enriched), 1 credit (state) **GPA Level 2**
Grade Level(s): 9-12 **Prerequisite(s):** None
Notes: None

In English I (Enriched), students increase and refine their communication proficiencies while focusing on the knowledge and skills identified in the TEKS. Writing assignments revolve around six specific traits (ideas, organization, voice, word choice, sentence fluency, and conventions), and compositions vary in form and length. Particular emphasis in this course is placed on student participation, primarily in the forms of class discussions, written responses, oral presentations, and writing portfolios. Students in this course read extensively in multiple genres from world literature; they learn about various literary forms and terms, build their vocabulary, participate in research activities, and refine their grammar skills.

1021 English I (PreAP/GT), 1 credit (state) **GPA Level 1**
Grade Level(s): 9-12 **Prerequisite(s):** None
Notes: Summer reading is assigned in this course.

In English I (PreAP/GT), students increase and refine their communication proficiencies while focusing on the knowledge and skills identified in the TEKS. Writing assignments revolve around six specific traits (ideas, organization, voice, word choice, sentence fluency, and conventions), and compositions vary in form and length. Course sequence follows the content requirements for PreAP vertical alignment in English Language Arts and Composition as prescribed by the College Board. This content includes in-depth literary analysis, intensive independent reading assignments, multi-paragraph essay writing, and independent research. Students in this course read extensively in multiple genres from world literature; they learn about various literary forms and terms, build their vocabulary, and refine their grammar skills.

1025 English I (PreAP/GT/Leadership)(GT Only), 1 credit (state) **GPA Level 1**
Grade Level(s): 9 **Prerequisites):** Identified GT in CCISD
Notes: None

In English I (PreAP/GT), students increase and refine their communication proficiencies while focusing on the knowledge and skills identified in the TEKS. Writing assignments revolve around six specific traits (ideas, organization, voice, word choice, sentence fluency, and conventions), and compositions vary in form and length. Course sequence follows the content requirements for PreAP vertical alignment in English Language Arts and Composition as prescribed by the College Board. This content includes in-depth literary analysis, intensive independent reading assignments, multi-paragraph essay writing, and independent research. Students in this course read extensively in multiple genres from world literature; they learn about various literary forms and terms, build their vocabulary, and refine their grammar skills.

This course is an introduction to the study of leadership and relations. Students will study the historical and modern theories of leadership, as well as the various styles of leadership and their real world applications. The course also works with students on developing the essential skills of leadership, such as communication, problem solving and teamwork. Students will apply their leadership studies to a variety of global issues, examining cause and effects, as well as possible solutions.

1111 English II, 1 credit (state) **GPA Level 2**
Grade Level(s): 10-12 **Prerequisite(s):** English I or Counselor approval
Notes: 1114 English II: Sheltered (For English Language Learners); LPAC approval required; see page 168.

In English II, students continue to increase and refine their communication proficiencies while focusing on the knowledge and skills identified in the TEKS. Writing assignments revolve around six specific traits (ideas, organization, voice, word choice, sentence fluency, and conventions), and emphasis is placed on all forms of expository expression. Students in the course read extensively in multiple genres from world literature; they learn about various literary forms and terms, build their vocabulary, participate in research activities, and refine their grammar skills.

1116 English II for Speakers of Other Languages (ESOL II), 1 credit (state) **GPA Level 2**
Grade Level(s): 9-12 **Prerequisite(s):** LPAC approval
Notes: Only recent immigrant students with limited English proficiency may enroll.

In English II for Speakers of Other Languages (ESOL I), ELL students continue to receive intensive instruction in listening, speaking, reading, writing, and comprehending English., with a focus on the TEKS in English using strategies and methodologies appropriate for English Language Learners. These students increase and refine communication skills, practice all types of writing, and are exposed to a variety of genres from world literature. Within this course, students also learn about various literary forms and terms, build their vocabulary, participate in research activities, and refine their grammar skills. Students continue to develop competence in English, preparing them to be successful in all academic subjects.

1117 English II (Enriched), 1 credit (state) **GPA Level 2**
Grade Level(s): 10-12 **Prerequisite(s):** English I
Notes: None

In English II (Enriched), students increase and refine their communication proficiencies while focusing on the knowledge and skills identified in the TEKS. Writing assignments revolve around six specific traits (ideas, organization, voice, word choice, sentence fluency, and conventions), and emphasize all forms of expository expression. In this course, particular stress is placed on student participation, primarily in the forms of class discussions, written responses, oral presentations, and writing portfolios. Students in this course read extensively in multiple genres from world literature; they learn about various literary forms and terms, build their vocabulary, participate in research activities, and refine their grammar skills.

1121 English II (PreAP/GT), 1 credit (state) **GPA Level 1**
Grade Level(s): 10-12 **Prerequisite(s):** English I
Notes: Summer reading is assigned in this course.

In English II (PreAP/GT), students increase and refine their communication proficiencies while focusing on the knowledge and skills identified in the TEKS. Writing assignments revolve around six specific traits (ideas, organization, voice, word choice, sentence fluency, and conventions), and emphasize all forms of expository expression. Course sequence follows the content requirements for PreAP vertical alignment in English Language Arts and Composition as prescribed by the College Board. This content includes in-depth literary analysis, intensive independent reading assignments, multi-paragraph essay writing and independent research. Students in this course read extensively in multiple genres from world literature; they learn about various literary forms and terms, build their vocabulary, and refine their grammar skills.

1125 English II (PreAP/GT/Leadership) (GT Only), 1 credit (state) **GPA Level 1**

Grade Level(s): 10 **Prerequisite(s):** Identified GT in CCISD

Notes: This course complements the AP World History and AP Art History courses. Summer reading is a required assignment.

In English II (PreAP/GT/Leadership), students increase and refine their communication proficiencies while focusing on the knowledge and skills identified in the TEKS. Writing assignments revolve around six specific traits (ideas, organization, voice, word choice, sentence fluency, and conventions), and emphasize all forms of expository expression. Course sequence follows the content requirements for PreAP vertical alignment in English Language Arts and Composition, World History, and Art History as prescribed by the College Board, including in-depth literary, historical, and artistic analysis, intensive independent reading assignments, multi-paragraph essay writing and independent research.

This course is a continuation of the English I PreAP/GT/Leadership course. It is a study of the concepts of leadership and human relations through a humanities-designed curriculum. Students in this course will extensively examine classical pieces of literature paired with the art, music, and history of those times. They will learn how ancient civilizations perceived the qualities of a leader and how those perceptions influenced the cultural morès of a particular period.

1211 English III, 1 credit (state) **GPA Level 2**

Grade Level(s): 11-12 **Prerequisite(s):** English II or Counselor Approval

Notes: 1214 English III: Sheltered (For English Language Learners); LPAC approval required; see page 168.

In English III, students continue to increase and refine their communication proficiencies while focusing on the knowledge and skills identified in the TEKS. Writing assignments revolve around six specific traits, (ideas, organization, voice, word choice, sentence fluency, and conventions), and emphasize all forms of expository expression. Students in this course read extensively in multiple genres from American literature, including selections from the pre-colonial, colonial and revolutionary, romantic, realistic, naturalistic, and early 20th century periods. Students also read from other world literature and spend time interpreting the historical context contained in each literary work. They learn about various literary forms and terms, build their vocabulary, participate in research activities, and refine their grammar skills.

1217 English III (Enriched), 1 credit (state) **GPA Level 2**

Grade Level(s): 11-12 **Prerequisite(s):** English II

Notes: None

In English III (Enriched), students increase and refine their communication proficiencies while focusing on the knowledge and skills identified in the TEKS. Writing assignments revolve around six specific traits (ideas, organization, voice, word choice, sentence fluency, and conventions), and emphasize all forms of expository expression. In this course, particular stress is placed on student participation, primarily in the forms of class discussions, written responses, oral presentations, and writing portfolios. Students in this course read extensively in multiple genres from both American and world literature; they learn about various literary forms and terms, build their vocabulary, participate in research activities, and refine their grammar skills.

1221 English III Language and Composition (English III AP/GT), 1 credit (state) **GPA Level 1**

Grade Level(s): 11-12 **Prerequisite(s):** English II

Notes: Prepares students for the College Board Advanced Placement English Language and Composition Exam; summer reading is assigned in this course**.**

In AP English III, students increase and cultivate their communication proficiencies while focusing on course objectives identified in the TEKS. Writing assignments revolve around six specific traits (ideas, organization, voice, word choice, sentence fluency, and conventions), and emphasize literary and expository analysis. This course also stresses advanced placement competencies, including the in-depth study of major works from American literature, the development of high level literary analysis skills, independent research synthesizing information from a variety of sources and disciplines, the mastery of major rhetorical forms, and the development of a personal writing style. Refinement in the areas of vocabulary building and grammar usage is continued.

1311 English IV, 1 credit (state) **GPA Level 2**
Grade Level(s): 12 **Prerequisite(s):** English III/Counselor approval
Notes: 1314 English IV: Sheltered (For English Language Learners); LPAC approval required; see page 168.

In English IV, students continue to increase and refine their communication proficiencies while focusing on the knowledge and skills identified in the TEKS. Writing assignments revolve around six specific traits (ideas, organization, voice, word choice, sentence fluency, and conventions), and emphasis is placed on all forms of expository expression. Students in this course read extensively in multiple genres from British literature, including selections from the Anglo-Saxon, medieval, Renaissance, 17th century, 18th century, romantic, Victorian, modern, and post-modern periods. Students also read from other world literature and spend time interpreting the historical context contained in each literary work. They learn about various literary forms and terms, build their vocabulary, participate in research activities, and refine their grammar skills.

1317 English IV (Enriched), 1 credit (state) **GPA Level 2**
Grade Level(s): 12 **Prerequisite(s):** English III
Notes: None

In English IV (Enriched), students increase and refine their communication proficiencies while focusing on the knowledge and skills identified in the TEKS. Writing assignments revolve around six specific traits (ideas, organization, voice, word choice, sentence fluency, and conventions), and emphasize all forms of expository expression. In this course, particular stress is placed on student participation, primarily in the forms of class discussions, written responses, oral presentations, and writing portfolios. Students in this course read extensively in multiple genres from both British and world literature; they learn about various literary forms and terms, build their vocabulary, participate in research activities, and refine their grammar skills.

1321 English IV Literature & Composition (English IV AP/GT), 1 credit (state) **GPA Level 1**
Grade Level(s): 12 **Prerequisite(s):** English III
Notes: Prepares students for the College Board Advanced Placement English Literature and Composition Exam; summer reading is assigned in this course.

In AP English IV, students increase and refine their communication proficiencies while focusing on the knowledge and skills identified in the TEKS. Writing assignments revolve around six specific traits (ideas, organization, voice, word choice, sentence fluency, and conventions) and emphasize literary analysis. This course also stresses advanced placement competencies prescribed by the College Board, including the in-depth analysis of major works from British literature, the independent analysis of major works from world literature, advanced placement-type essay writing, the development of high level literary analysis skills, independent research synthesizing information from a variety of sources and disciplines, the mastery of major rhetorical forms, and the development of a personal writing style. Refinement in the areas of vocabulary building and grammar usage is continued.

READING

1500 Reading Application and Study Skills, 0.5 credit (state) **GPA Level 2**
Grade Level(s): 9-12 **Prerequisite(s):** None
Notes: None

In this course, students learn useful study and self-direction skills, including goal setting, time management, organization, note taking, memory techniques, test preparation, and systematic processes for short- and long-term projects like class presentations and term papers. It operates as a learning laboratory in which students practice one skill to mastery before proceeding to the next one.

1501/1502/1503 Reading I, II, III, 1-3 credits (state) **GPA Level 2**
Grade Level(s): 9-12 **Prerequisite(s):** None
Notes: Reading may be taken for one to three state elective credits.

Reading offers students instruction in word recognition, vocabulary building, and comprehension strategies in order to ensure that high school students have an opportunity to read with competence, confidence, and understanding. As a reading program, this course may use microcomputer software to give students the opportunity to read critically, to evaluate sources, and to draw supportable conclusions.

A maximum of three credits of reading (selected from Reading I, II, or III) may be offered by districts for state graduation elective credit for identified students under the following conditions: (1) Recommendation by teacher or counselor; (2) Scores on assessment instruments and/or achievement tests. ***See your counselor for details.*** EIF (Local)

ESOL/ELL

1401/1402/1403 Reading I, II, III (For Speakers of Other Languages), 1-3 credits (state) **GPA Level 2**
Grade Level(s): 9-12 **Prerequisite(s):** LPAC approval
Notes: Only recent immigrant students with limited English proficiency may enroll. Reading may be taken for one to three state elective credits.

Reading offers ELL students supplemental instruction in word recognition, vocabulary building, and comprehension strategies in order to ensure that our ELL students have increased opportunity to read with competence, confidence, and understanding. These courses supplement the literacy instruction students receive in the ESOL classes. As a reading program, this course may also use microcomputer software to give students the opportunity to read critically, to evaluate sources, and to draw supportable conclusions.

1411 / 1412 ESOL I, II Academic Support, 1-3 credits (local) **GPA Level 2**
Grade Level(s): 9-10 **Prerequisite(s):** LPAC approval
Notes: Only students with limited English proficiency may enroll.

ESOL (English for Speakers of Other Languages) Academic Support offers ELL students supplemental instruction in listening, speaking, reading, writing, and comprehending English, with a focus on the TEKS in English using strategies and methodologies appropriate for English Language Learners. Students develop competence in English, preparing them to be successful in all academic subjects. These courses supplement the English language instruction students receive in the ESOL classes. Students may also receive academic support specifically geared for attaining success in other academic subjects.

1413 ELL Academic Support, 1-3 credits (local) **GPA Level 2**
Grade Level(s): 9-12 **Prerequisite(s):** LPAC approval
Notes: Only students with limited English proficiency may enroll.

ELL (English Language Learner) Academic Support offers ELL students supplemental instruction in listening, speaking, reading, writing, and comprehending English, with a focus on the TEKS in English using strategies and methodologies appropriate for English Language Learners. Students develop competence in English, preparing them to be successful in all academic subjects. This course supplements the English instruction students receive in the Sheltered English classes. Students may also receive academic support specifically geared for attaining success in other academic subjects.

LANGUAGE ARTS ELECTIVES

1511 Creative/Imaginative Writing, 1 credit (state) **GPA Level 2**

Grade Level(s): 10-12 **Prerequisite(s):** None
Notes: None

This course is a rigorous composition course, requiring students to demonstrate their skills in writing essays, short stories, poetry and drama. Through the process of self-evaluation and constructive criticism, students completing this course are able to analyze and discuss published and unpublished pieces of writing, develop and apply criteria for effective writing, and set personal goals as a writer. Students have the option of publishing a literary magazine as one of their program objectives.

1520 Practical Writing Skills I, 0.5 credit (state) **GPA Level 2**

Grade Level(s): 9-10 **Prerequisite(s):** TAKS Scale Score below 2100; Counselor approval
Notes: A student may receive state-approved credit towards graduation for only one of the following: Practical Writing Skills I or Practical Writing Skills II.

This is a one-semester course designed to remediate those students who have not demonstrated mastery on the state-mandated TAKS test. In this class, students develop their vocabulary and word analysis skills, build reading comprehension, and study literary elements and persuasive techniques found in both written texts and visual media. They review basic spelling, capitalization, punctuation, and sentence structure rules. They focus on the grammatical elements of subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallel structure. All writing assignments in this course revolve around six specific traits (ideas, organization, voice, word choice, sentence fluency, and conventions), and compositions vary in form and length. Special attention is given to evaluating published and unpublished writing for both mechanics and content.

1530 Practical Writing Skills II, 0.5 credit (state) **GPA Level 2**

Grade Level(s): 11-12 **Prerequisite(s):** TAKS Scale Score below 2100; Counselor approval
Notes: A student may receive state-approved credit towards graduation for only one of the following: Practical Writing I or Practical Writing II.

This is a one-semester course designed to remediate those students who have not demonstrated mastery on the state-mandated TAKS test. In this class, students develop their vocabulary and word analysis skills, build reading comprehension, and study literary elements and persuasive techniques found in both written texts and visual media. They review basic spelling, capitalization, punctuation, and sentence structure rules. They focus on the grammatical elements of subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallel structure. All writing assignments in this course revolve around six specific traits (ideas, organization, voice, word choice, sentence fluency, and conventions), and compositions vary in form and length. Special attention is given to evaluating published and unpublished writing for both mechanics and content.

1551 Humanities (Adv Acad), 1 credit (state) **GPA Level 1**

Grade Level(s): 11-12 **Prerequisite(s):** None
Notes: None

This is a full-year course for students who wish to engage in an interdisciplinary study of art, major historical and cultural movements, economics, language and literature, math, music, and science. It is designed to prepare students for participation in Academic Decathlon competition.

1561 Octathlon (Adv Acad), 1 credit (local) **GPA Level 1**

Grade Level(s): 9-10 **Prerequisite(s):** None
Notes: None

This is a full-year course for students who wish to engage in an interdisciplinary study of art, economics, language and literature, math, science, music, and social science. It is designed to prepare students for participation in Octathlon competition.

1550 Analysis of Visual Media, 0.5 credit (state) **GPA Level 2**

Grade Level(s): 10-12 **Prerequisite(s):** None
Notes: None

Students enrolled in this class will investigate and interpret various media forms for a variety of purposes. In addition, students will critique and analyze the significance of visual representation and learn to produce media projects that demonstrate knowledge of video techniques.

1570 Media Literacy: Film Criticism, 0.5 credit (state) **GPA Level 2**
Grade Level(s): 10-12 **Prerequisite(s):** None
Notes: Even though this course has no required prerequisites, it is highly recommended that students take "Analysis of Visual Media" before signing up for "Film Criticism." Selections viewed during this course may contain elements considered mature subject matter, but all titles will be suitable for use in the high school classroom.

This course gives students the opportunity to analyze important films as works of art that comment on the human condition and contribute to a person's lifelong examination of his individual identity and reason for being. Students will hone their reading, writing, and thinking skills as they view, analyze, discuss, and critique seminal works of cinema. They will gain an historical perspective of film, including a study of how audience tastes and film criticisms have changed over the years. Through comparing and contrasting film treatments with their literary originals, and reading and writing about films as well, students will learn how to become discerning consumers of this popular medium.

1940 Literary Genre: Mystery, 0.5 credit (state) **GPA Level 2**
Grade Level(s): 10-12 **Prerequisite(s):** None
Notes: A maximum of two (2) Literary Genre courses may be counted toward state graduation credit.

This course is an in-depth exploration of fictional prose in which the elements of mystery play a controlling part. Students in this class examine the detective story, the gothic novel, the suspense novel, the tale of espionage, and the crime story. Reading selections are a combination of classic and modern works suitable for the high school classroom.

1950 Literary Genre: Mythology, 0.5credit (state) **GPA Level 2**
Grade Level(s): 9-12 **Prerequisite(s):** None
Notes: A maximum of two (2) Literary Genre courses may be counted toward state graduation credit.

This class examines myths from various cultures. In the first nine weeks, students focus on the mythology of Ancient Greece and Rome; in the second part of the course, they concentrate on Norse, Scandinavian, African, Aztec, and Mayan mythology. From this study, participants develop an appreciation of each culture's mythological history and gain insight into the beliefs and ideologies established in each of these cultures.

1960 Literary Genre: Drama, 0.5 credit (state) **GPA Level 2**
Grade Level(s): 10-12 **Prerequisite(s):** None
Notes: A maximum of two (2) Literary Genre courses may be counted toward state graduation credit.

The objective of this course is to acquaint students with the evolution of the dramatic genre in literature. It offers a literary overview and in-depth study of plays and playwrights from each of the major literary time periods, including an examination of each playwright's background and an analysis of his/her play's content, dramatic form, and societal impact.

1970 Literary Genre: Shakespearean Studies, 0.5 credit (state) **GPA Level 2**
Grade Level(s): 10-12 **Prerequisite(s):** None
Notes: A maximum of two (2) Literary Genre courses may be counted toward state graduation credit.

This one-semester elective offers a literary overview and analysis of several of Shakespeare's plays. Students in this class learn about the playwright's life and examine each play's historical background, content, dramatic form, and societal impact. The objective of this course is to acquaint students with the classic forms of Shakespearean tragedy and comedy.

1980 Literary Genre: The Horror, 0.5 credit (state) **GPA Level 2**
Grade Level(s): 11-12 **Prerequisite(s):** Parental approval
Notes: A maximum of two (2) Literary Genre courses may be counted toward state graduation credit.

This course examines the genre of horror from Poe to the present day. Students read, discuss, and analyze short stories, novels, and films that explore the elements of the gothic/horror tale. Literature and film selected for this course are combinations of classic and modern works and are suitable for the high school classroom.

1990 Literary Genre: Science Fiction/Fantasy, 0.5 credit (state) **GPA Level 2**
Grade Level(s): 9-12 **Prerequisite(s):** None
Notes: A maximum of two (2) Literary Genre courses may be counted toward state graduation credit.

In this course, students explore the characteristics and elements that constitute the genres known as science fiction and fantasy. They read several works from each category, analyzing and discussing short stories, novels, and films from both classic and modern times.

1993 Literary Genre: Poetry, 0.5 credit (state) **GPA Level 2**
Grade Level(s): 11-12 **Prerequisite(s):** Parental approval
Notes: A maximum of two (2) Literary Genre courses may be counted toward state graduation credit.

The object of this course is to acquaint students with the evolution of poetry in literature. It offers a literary overview and in-depth study of poetry from each of the major literary time periods, including an examination of each poet's background and an analysis of their poetry's forms and themes.

SPEECH/DEBATE

1600 Communication Applications, 0.5 credit (state) **GPA Level 2**
Grade Level(s): 9-12 **Prerequisite(s):** None
Notes: This course is the only one that will satisfy the State of Texas requirement for Speech credit toward high school graduation.

In Communication Applications, students will develop, analyze and evaluate the communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and public presentations.

1611 Debate I, 1 credit (state) **GPA Level 2**
Grade Level(s): 9-12 **Prerequisite(s):** None
Notes: None

In this course, students develop their abilities in argumentation and debate. They approach current issues, develop critical thinking, and sharpen communication skills. Involvement in this course provides students the opportunity to compete in University Interscholastic League (UIL) and National Forensic League (NFL) contests.

1621 Debate II (Adv Acad), 1 credit (state) **GPA Level 1**
Grade Level(s): 10-12 **Prerequisite(s):** Debate I
Notes: None

In this course, students master the techniques of argumentation, research, and persuasive speaking. They compete in UIL and NFL contests.

1631 Debate III (Adv Acad), 1 credit (state) **GPA Level 1**
Grade Level(s): 11-12 **Prerequisite(s):** Debate II
Notes: None

In this course, students gain in-depth knowledge of argumentation techniques, research for a specific purpose, and demonstrate speaking as a persuasive skill. They compete in UIL and NFL contests.

1651/1661/1671 Oral Interpretation I/II/III, 1 credit (state) **GPA Level 2**
Grade Level(s): 9-12 **Prerequisite(s):** None
Notes: None

In Oral Interpretation, students examine the oral reading and presentation of literary texts as a communication art. They select, research, analyze, adapt, interpret, and perform pieces from various literary texts and are evaluated in both individual and group performances. Students taking this course have the option to compete in UIL and NFL contests. Tournament fees are assessed for optional competitions.

1699 Independent Study : Speech/Debate (Adv Acad), 1 credit (state) **GPA Level 1**
Grade Level(s): 11-12 **Prerequisite(s):** Debate III
Notes: None

This is a full-year course for students who wish to work independently in the area of speech.

JOURNALISM

1701 Journalism, 1 credit (state) **GPA Level 2**
Grade Level(s): 9-12 **Prerequisite(s):** None
Notes: None

This is an introductory journalism course offering an overview of media's functions in society. In this class, students learn the basics of newspaper, yearbook, and magazine production, and write and submit stories for publication in the school newspaper. They use technology and the visual and electronic media to create, clarify, critique, and reproduce effective communication.

1711 Advanced Journalism: Newspaper Production I, 1 credit (state) **GPA Level 2**
Grade Level(s): 10-12 **Prerequisite(s):** Journalism I or skill assessment
Notes: None

In this class, students join the newspaper staff, write stories for publication, and begin working on production of the medium. Students, like news staffers who use computers to assist editors in producing the paper, learn computer skills through direct application.

1721 Advanced Journalism: Newspaper Production II, 1 credit (state) **GPA Level 2**
Grade Level(s): 11-12 **Prerequisite(s):** Newspaper Production I or skill assessment
Notes: None

This course provides students an opportunity to polish their skills in newspaper writing and production. They make further advancements in their computer, design, and photographic skills by participating in the publication of the school newspaper.

1731 Advanced Journalism: Newspaper Production III, 1 credit (state) **GPA Level 2**
Grade Level(s): 11-12 **Prerequisite(s):** Newspaper Production II
Notes: None

This course allows students the opportunity to continue to develop advanced skills in newspaper writing and production. They will refine and enhance their journalistic skills, research self-selected topics, and plan, organize, and prepare the school newspaper.

2851 Desktop Publishing: Newspaper Production III, 1 credit (state) **GPA Level 2**
Grade Level(s): 11-12 **Prerequisite(s):** Newspaper Production II
Notes: Meets the Technology Applications requirement for all high school graduation plans.

Through this course, students will be able to earn a Technology Applications credit while working on the school newspaper team. This course allows students the opportunity to continue to develop advanced skills in newspaper writing and production. By using technology as a tool that supports the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create a solution, and evaluate the results.

1771 Photojournalism, 1 credit (state) **GPA Level 2**
Grade Level(s): 10-12 **Prerequisite(s):** None
Notes: $25 Fee per semester

This course introduces students to the field of photojournalism. Students will be exposed to legal and ethical issues surrounding the field as well as the creative elements needed to produce photographs for use in a journalistic publication. Students will use digital cameras and photographic software to create, evaluate and improve photographs.

1801 Advanced Journalism: Yearbook I, 1 credit (state) **GPA Level 2**
Grade Level(s): 9-12 **Prerequisite(s):** Journalism I or skill assessment
Notes: None

This one-year course provides students with all the skills necessary to produce a modern desktop-published yearbook including digital and/or 35mm black and white photography, desktop publishing, layout and design, copy and caption writing, and marketing. Since the yearbook is entirely desktop-published, students also learn all the computer skills necessary to produce the publication, including software for page layout and photo enhancement.

1811 Advanced Journalism: Yearbook II, 1 credit (state) **GPA Level 2**

Grade Level(s): 10-12 **Prerequisite(s):** Yearbook I or skill assessment

Notes: None

This one-year journalism course provides students the opportunity to polish the skills they learned in Yearbook I while they participate in the production of a modern desktop-published school yearbook.

1821 Advanced Journalism: Yearbook III, 1 credit (state) **GPA Level 2**

Grade Level(s): 11-12 **Prerequisite(s):** Yearbook II or skill assessment

Notes: None

This course offers students the opportunity to polish and refine the skills they developed in Yearbook I and II while participating in the production of a modern desktop-published school yearbook. They will refine and enhance their writing skills, research self-selected topics, and plan, organize, and prepare the school yearbook.

2861 Desktop Publishing: Yearbook III, 1 credit (state) **GPA Level 2**

Grade Level(s): 11-12 **Prerequisite(s):** Yearbook II or skill assessment

Notes: Meets the Technology Applications requirement for all high school graduation plans.

Through this course, students will be able to earn a Technology Applications credit while working on the school Yearbook team. This one-year course offers students the opportunity to polish and refine the skills they developed in Yearbook I and II while participating in the production of a modern desktop-published school yearbook. By using technology as a tool that supports the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create a solution, and evaluate the results.

1899 Independent Study: Journalism (AdvAcad), 1 credit (state) **GPA Level 1**

Grade Level(s): 11-12 **Prerequisite(s):** Application Required or skill assessment

Notes: None

This course is designed for editors of the school newspapers and yearbooks. This class provides these advanced students the opportunity to complete production work on their publication.

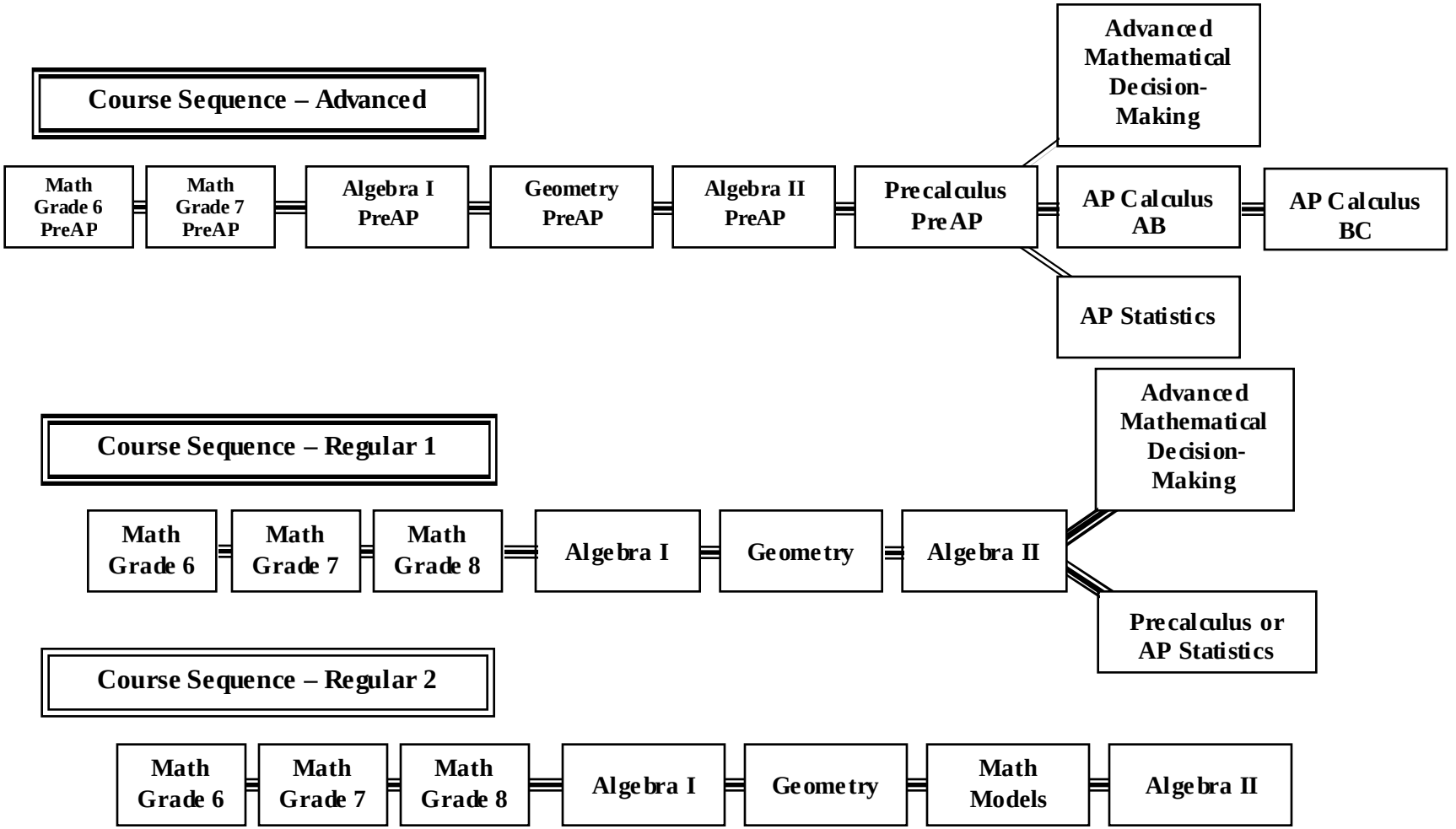
Clear Creek ISD Mathematics Course Recommendation Chart

This chart indicates recommended course sequences for grades 9 through 12.
(Bold type indicates preferred course.)
It is strongly suggested that student and parent(s) consult with student's counselor and mathematics teacher in order to determine the most appropriate course choice and sequence.

This Year's Math Course	Next Year's Course
8th Grade Math	**Algebra I**
8th Grade Math (PreAP/GT)	**Algebra I (PreAP/GT)**
Algebra I	**Geometry**
Algebra I (PreAP/GT)	**Geometry (PreAP/GT)**
Geometry	Math Models with Applications **Algebra II** **Algebra II Enriched**
Geometry (PreAP/GT)	Algebra II Enriched **Algebra II (PreAP/GT)**
Math Models (Must be taken before Algebra II if counted as one of the four Math credits for graduation)	**Algebra II**
Algebra II	**Independent Study:** **Advanced Mathematical Decision-Making** Engineering Mathematics
Algebra II (Enriched)	Engineering Mathematics **Precalculus** **AP Statistics (AP/GT)**
Algebra II (PreAP/GT)	**Precalculus (PreAP/GT)** AP Statistics (AP/GT)
Precalculus	**AP Statistics (AP/GT)**
Precalculus (PreAP/GT)	**AP Calculus AB (AP/GT)**
AP Statistics (AP/GT)	**Precalculus**
AP Calculus AB (AP/GT)	**AP Calculus BC (AP/GT)**

Clear Creek I.S.D. Policy EIF (Local) requires all students to be enrolled in a math class in grades 9 through 11.

Sample High School Course Sequences



The course sequences shown are examples of course options that students may choose in order to fulfill the requirement for four years of high school mathematics, Most four-year colleges and universities require at least one mathematics course above the Algebra II level. Please consult with your counselor as you develop your high school graduation plan.

MATHEMATICS

2001 Target TAKS – Mathematics, 0.5 credit (local) **GPA Level 2**
Grade Level(s): 9 – 12 **Prerequisite(s):** Counselor Approval
Notes: Scaled score below 2100 on previous year's Math TAKS; Counselor Approval

Target TAKS is a semester-long course recommended for all students who failed the mathematics portion of the TAKS test at their previous grade level. This course will provide remediation within the school day for students who have failed, or are in danger of failing, the mathematics portion of the Texas Assessment of Knowledge and Skills (TAKS). Target TAKS will be taken concurrently with a student's mathematics course.

Objectives for each content area and grade level course will be the TAKS objectives for the tests which students require remediation. Strategies will be course-specific and will include such elements as test-taking strategies, problem solving in math and science, reading for meaning, and other content-specific strategies.

2011 Algebra I, 1 credit (state) **GPA Level 2**
Grade Level(s): 9 **Prerequisite(s):** Mathematics Grade 8
Notes: 2014 Algebra I: Sheltered (For English Language Learners); LPAC approval required; see page 168.

This course, required for high school graduation, addresses foundation concepts for high school mathematics including algebraic thinking and symbolic reasoning, function concepts, and relationships between equations and functions. It also incorporates underlying mathematical processes including computation and problem-solving, communication and representation of mathematical concepts, and applications and connections to other disciplines. This course will address a variety of algebraic concepts through the use of manipulatives and technology, such as computers and graphing calculators, in order to help students gain a more meaningful understanding of these concepts.

2021 Algebra I (PreAP/GT), 1 credit (state) **GPA Level 1**
Grade Level(s): 9 **Prerequisite(s):** Mathematics: Grade 8 or Mathematics: Grade 8 (PreAP)

Notes: None

This course encompasses and extends upon all of the concepts and skills included in Algebra I, while providing for development of higher level and critical thinking through derivation of formulas, algebraic proofs, and development and implementation of a problem-solving plan. The mastery of algebraic concepts is enhanced through the use of technology such as graphing calculators and computers, and through applications and connections to other disciplines, both inside and outside of mathematics.

2111 Geometry, 1 credit (state) **GPA Level 2**
Grade Level(s): 10 **Prerequisite(s):** Algebra I
Notes: 2114 Geometry: Sheltered (For English Language Learners); LPAC approval required; see page 168.

This course, required for high school graduation, addresses foundation concepts for high school mathematics including geometric thinking and spatial reasoning, geometric figures and their properties, and the relationship between geometry and other mathematics, and other disciplines. Hands-on activities, computers, and graphing calculators are utilized to illustrate and reinforce geometry concepts.

2121 Geometry (PreAP/GT), 1 credit (state) **GPA Level 1**
Grade Level(s): 9-10 Prerequisite(s): Algebra I or Algebra I (PreAP/GT)
Notes: None

This course encompasses and extends upon all of the concepts, skills, and technology applications included in geometry, as well as providing students with the opportunity to do research on the history and development of geometry. This course also includes units in trigonometry and coordinate geometry, symbolic logic, and tessellations. Special projects related to geometry are required throughout the year.

2711 Mathematical Models with Applications, 1 credit (state) **GPA Level 2**

Grade Level(s): 11-12 **Prerequisite(s):** Algebra I and Geometry

Notes: This course must be taken PRIOR to Algebra II if it is to be counted as one of a student's four required State math credits on the Recommended Graduation Plan. Math Models with Applications will not be counted as one of the four required State math credits on the Distinguished Achievement Plan.

2714 Mathematical Models with Applications: Sheltered (For English Language Learners); LPAC approval required; see page 168.

This course is designed as a transitional course between Geometry and Algebra II and is only for students who need to strengthen their math skills prior to enrollment in Algebra II. This course is not required prior to taking Algebra II.

This course includes the use of algebraic, graphical, and geometric reasoning to demonstrate patterns and structures, to model information, and to solve problems from various disciplines. Students will use mathematical methods to model and solve real-life applied problems involving personal finance, probability and statistics, science, and fine arts. This is an activity-based course involving data gathering and group projects, and will include extensive use of technology including computer software and graphing calculators.

2211Algebra II, 1 credit (state) **GPA Level 2**

Grade Level(s): 11 **Prerequisite(s):** Geometry

Notes: 2214 Algebra II: Sheltered (For English Language Learners); LPAC approval required; see page 168**;** This course emphasizes Algebra II TEKS and ExitTAKS objectives.

This second-year algebra course addresses foundation concepts and skills necessary for further math study, as outlined in the Texas Essential Knowledge and Skills (TEKS), with emphasis on preparation for the Texas Assessment of Knowledge and Skills (TAKS) test. Topics in this course include algebraic thinking and symbolic reasoning; functions, equations and their relationships; and the relationship between algebra and geometry. This course will also review topics from Geometry and Algebra I, as tested on the TAKS. The use of manipulatives, models, computers, and graphing calculators is incorporated throughout the course, in order to enhance and reinforce mastery of algebraic concepts.

2217 Algebra II (Enriched), 1 credit (state) **GPA Level 2**

Grade Level(s): 11 **Prerequisite(s):** Geometry or Geometry (PreAP/GT)

Notes: None

This second-year algebra course includes concepts and skills necessary for higher-level high school mathematics study. Concepts and skills incorporate and extend beyond the Texas Essential Knowledge and Skills, and are addressed with depth and complexity. Topics include, but are not limited to, algebraic thinking and symbolic reasoning; functions, equations and their relationships; and the relationship between algebra and geometry. The use of manipulatives, models, computers, and graphing calculators is incorporated throughout the course, in order to enhance and reinforce mastery of algebraic concepts.

2221 Algebra II (PreAP/GT), 1 credit (state) **GPA Level 1**

Grade Level(s): 10-11 **Prerequisite(s):** Geometry or Geometry (PreAP/GT)

Notes: None

This course encompasses and extends upon all of the concepts, skills, and technology applications included in Algebra II (Enriched), as well as offers opportunities to abstract generalizations from complex situations and to transfer and apply knowledge to new situations. Students will use higher level thinking skills in algebraic proofs and derivation of certain equations, and will be challenged through complex and in-depth problems associated with a variety of supplemental topics. The use of manipulatives, models, computers, and graphing calculators is incorporated throughout the course, in order to enhance mastery of algebraic concepts.

2731 Independent Study: Advanced Mathematical Decision-Making (AMDM), 1credit (state) **GPA Level 2**

Grade Level(s): 12 **Prerequisite:** Geometry and Algebra II

Notes: 2734 Independent Study: Advanced Mathematical Decision-Making, Sheltered (For English Language Learners); LPAC approval required; see page 168.

This course extends upon concepts and skills from Algebra II and prepares students to pass the Texas Higher Education Assessment (THEA) or other college mathematics placement test.

The primary focal points of Independent Study: Advanced Mathematical Decision-Making include the use of statistical methods, analysis of information using data and probability, modeling change and mathematical relationships, mathematical decision making in finance and society, and spatial and geometric modeling for decision making. Students will learn to become critical consumers of the quantitative data that surround them everyday, knowledgeable decision makers who use logical reasoning, and mathematical thinkers who can use their quantitative skills to solve problems related to a wide range of situations.

2311 Precalculus, 1 credit (state) **GPA Level 2**

Grade Level(s): 11-12 **Prerequisite(s):** Algebra II, Algebra II (Enriched), or Algebra II (PreAP/GT)

Notes: 2314 Precalculus: Sheltered (For English Language Learners), LPAC approval required; see page 168.

This course addresses concepts and skills including use of symbolic reasoning and analytical methods for representing mathematical situations, expression of generalizations, and the study of mathematical concepts and the relationships among them. Functions, equations, and limits will be used as tools for making generalizations, and for analyzing and understanding a broad variety of mathematical relationships. Functions, as well as symbolic reasoning, will be used to represent and connect ideas in geometry, probability, statistics, trigonometry and calculus, and to model physical situations. The use of models and technology will be integrated throughout the course.

2321 Precalculus (PreAP/GT), 1 credit (state) **GPA Level 1**

Grade Level(s): 11-12 **Prerequisite(s):** Algebra II (Enriched) or Algebra II (PreAP/GT)

Notes: This course is recommended for students planning to take AP Calculus.

This course encompasses and extends upon all of the concepts, skills, and technology applications included in Precalculus, as well as provides opportunities for higher level thinking and abstraction. Trigonometry and advanced algebraic and geometric concepts will be studied, with emphasis on derivation, proof, real-world application, graphical interpretation, and connection and extension to other topics and disciplines.

2421 Calculus AB (AP/GT), 1 credit (state) **GPA Level 1**

Grade Level(s): 11-12 **Prerequisite(s):** Precalculus or Precalculus (PreAP/GT)

Notes: This course prepares students for the College Board Advanced Placement Calculus AB Exam.

AP Calculus AB is a course designed by the College Board Advanced Placement Program, and taught according to the standards set forth by the College Board. Topics in AP Calculus AB include, but are not limited to, functions, graphs, and limits; derivatives, integrals, and their applications; the Fundamental Theorem of Calculus; anti-differentiation techniques and applications; and numerical approximations to definite integrals. This course incorporates extensive use of technology.

2521 Calculus BC (AP/GT), 1 credit (state) **GPA Level 1**

Grade Level(s): 12 **Prerequisite(s):** Calculus AB (AP/GT) or counselor approval

Notes: This course prepares students for the College Board Advanced Placement Calculus BC Exam

AP Calculus BC is a course designed by the College Board Advanced Placement Program, and taught according to the standards set forth by the College Board. AP Calculus BC is an extension of AP Calculus AB, rather than an enhancement; common topics require a similar depth of understanding. In addition to the topics in AP Calculus AB, topics in AP Calculus BC will include, but are not limited to, parametric, polar, and vector functions, their derivatives, integrals, and applications; differential equations; additional antiderivative techniques; improper integrals; and sequences and series, and their approximations. This course incorporates extensive use of technology.

2621 Statistics (AP/GT), 1 credit (state) **GPA Level 1**

Grade Level(s): 11-12 **Prerequisite(s):** Algebra II (Enriched) or Algebra II (PreAP/GT)

Notes: This course prepares students for the College Board Advanced Placement Statistics Exam

AP Statistics is a course designed by the College Board Advanced Placement Program, and taught according to the standards set forth by the College Board. Topics in AP Statistics are divided into four major themes: exploratory analysis, planning a study, probability, and statistical inference. Exploratory analysis of data makes use of graphical and numerical techniques to study patterns and departures from patterns. Planning a study involves collecting data according to a well-developed plan, in order to obtain valid information on a conjecture. Probability is the tool used for anticipating what the distribution of data should look like under a given model. Statistical inference guides the selection of appropriate models. This course incorporates extensive use of technology.

2821 Computer Science A (AP/GT), 1 credit (state) **GPA Level 1**

Grade Level(s): 9-12 **Prerequisites:** Geometry; Algebra II or concurrent enrollment

Notes: $10 Fee; counts as 4th year math credit for the Recommended graduation plan if taken after Algebra II.

Prepares students for the College Board Advanced Placement Computer Science A Exam. This course is a one-year study of beginning programming and is equivalent to a first course in Java at the university level. The topics include data types, functions, control structures, iterative structures, data structures, the use of classes and files. Topics of history of the computer, computer ethics, computer systems, and applications of computing will also be included. This course prepares the student for the Advanced Placement Computer Science A test.

7950 Engineering Mathematics, 1 credit (state) **GPA Level 2**

Grade Level(s): 11-12 **Prerequisite(s):** Algebra II

Notes: This course will satisfy Math graduation requirements.

Engineering Mathematics is a course where students solve and model robotic design problems. Students use a variety of mathematical methods and models to represent and analyze problems involving data acquisition, spatial applications, electrical measurement, manufacturing processes, materials engineering, mechanical drives, pneumatics, process control systems, quality control, and robotics with computer programming.

SCIENCE

3001 Target TAKS – Science, 0.5 credit (local) **GPA Level 2**
Grade Level(s): 12 **Prerequisite(s):** Counselor approval
Notes: Scaled score below 2100 on previous year's Science TAKS

Target TAKS is a semester-long course recommended for students who failed the science portion of the TAKS test at their previous grade level. This course will provide remediation within the school day for students who have failed, or are in danger of failing, the science portion of the Texas Assessment of Knowledge and Skills (TAKS). Target TAKS can be taken concurrently with a student's science course.

Objectives for each content area and grade level course will be the TAKS objectives for the tests in which students are being remediated. Strategies will be course-specific and will include such elements as test-taking strategies, problem solving in math and science, reading for meaning, and other content-specific strategies.

3011 Biology, 1 credit (state) **GPA Level 2**
Grade Level(s): 9-12 **Prerequisite(s):** None
Notes: 3014 Biology: Sheltered (For English Language Learners); LPAC approval required; see page 168.

In Biology, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical-thinking and scientific problem solving. Students in Biology study a variety of topics that include: structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; ecosystems; and plants and the environment.

3021 Biology (PreAP/GT), 1 credit (state) **GPA Level 1**
Grade Level(s): 9-12 **Prerequisite(s)**: None
Notes: A choice of an experimental design project or four 9-week projects is required for this course.

Biology (PreAP/GT) offers a more advanced level of experiences in the concepts of biology. Laboratory activities are presented as a combination of inquiry and confirmatory exercises, including animal dissection. Many of the concepts are the same as those in Biology except the presentation is more accelerated and in more detail. Animal dissection is a required part of the curriculum in this course.

3321 Biology (AP/GT), 1 credit (state) **GPA Level 1**
Grade Level(s): 11-12 **Prerequisite(s):** Biology; Chemistry
Notes: Prepares students for the College Board Advanced Placement Biology Exam. Summer assignment required.

Advanced Placement Biology (AP/GT) offers students advanced study in the concepts of biology. Laboratory techniques are developed to further the student's ability to pursue a career in a biologically-related field. Advanced laboratory investigations of chemical reactions that occur in organisms (e.g., enzymes, Krebs cycle, protein synthesis, cell replication and specialization) are presented. Biological systems of plants and animals are investigated. Fetal pigs are studied in the investigations of body systems. Animal dissection is a required part of the curriculum in this course.

3111 Integrated Physics and Chemistry (IPC), 1 credit (state) **GPA Level 2**
Grade Level(s): 10-12 **Prerequisite(s):** Biology or concurrent enrollment in Biology
Notes: Not open to students with high school credit in Chemistry or Physics; This course may not fulfill a science requirement for the DAP Graduation Plan;
3114 Integrated Physics and Chemistry: Sheltered (For English Language Learners); LPAC approval required; see page 168.

In Integrated Physics and Chemistry, students conduct field and laboratory investigations using scientific methods during investigations, and make informed decisions using critical-thinking and scientific problem-solving. This course integrates the concepts of physics and chemistry using practical applications relating to the following topics: properties of matter, changes in matter, solution chemistry, motion waves and energy transformation.

3121 Integrated Physics and Chemistry (Adv Acad/GT), 1 credit (state) **GPA Level 1**

Grade Level(s): 10-12 **Prerequisite(s):** Biology; Algebra I

Notes: Not open to students with high school credit in Chemistry or Physics. This course may not fulfill a science requirement for the DAP Graduation Plan; A choice of an experimental design project or four 9-week projects is required for this course.

Integrated Physics and Chemistry (Adv Acad/GT) offers a more advanced level of experiences in the integrated concepts of physical science. Laboratory activities presented are a combination of inquiry and confirmatory exercises. Many of the concepts are the same as those in Integrated Physics and Chemistry except the presentation is more accelerated and in more detail.

3211 Chemistry, 1 credit (state) **GPA Level 2**

Grade Level(s): 10-12 **Prerequisite(s):** Biology; Algebra I

Notes: 3214 Chemistry: Sheltered (For English Language Learners); LPAC approval required; see page 168.

In Chemistry, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: characteristics of matter; energy transformations during physical and chemical changes; atomic structure; periodic table of elements; behavior of gases; bonding; nuclear fusion and nuclear fission; oxidation-reduction reactions; chemical equations; solutes; properties of solutions; acids and bases; and chemical reactions. Students will investigate how chemistry is an integral part of our daily lives.

3221 Chemistry (PreAP/GT), 1 credit (state) **GPA Level 1**

Grade Level(s): 10-12 **Prerequisite(s):** Biology; Algebra II or concurrent enrollment in Algebra II or attendance at summer or after-school tutorial program.

Notes: Two summer sessions of Mini-Math Workshop for PreAP Chemistry will be offered, with registration information provided by each school. Several after-school sessions covering the same topics will also be offered; A choice of an experimental design project or four 9-week projects is required for this course.

Chemistry (PreAP/GT) offers a more advanced level of experience in the concepts of chemistry. Laboratory activities presented are a combination of inquiry and confirmatory exercises. Many of the activities are the same as those in Chemistry except the presentation is more accelerated and in more detail.

3521 Chemistry (AP/GT), 1 credit (state) **GPA Level 1**

Grade Level(s): 11-12 **Prerequisite(s):** Chemistry

Notes: This course prepares students for the College Board Advanced Placement Chemistry Exam. Summer assignment required.

Advanced Placement Chemistry (AP/GT) offers students advanced study in the concepts of chemistry. Laboratory techniques are developed to further the student's ability to pursue a career in an engineering or chemical-related field. Advanced laboratory investigations of atomic theory, properties of matter, chemical reactions, kinetics, and equilibrium are presented.

3611 Physics, 1 credit (state) **GPA Level 2**

Grade Level(s): 10-12 **Prerequisite(s):** Algebra II or Concurrent Enrollment

Notes: 3614 Physics: Sheltered (For English Language Learners); LPAC approval required; see page 168.

In Physics, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: laws of motion; changes within physical systems, and conservation of energy and momentum; force; thermodynamics; characteristics and behavior of waves; and quantum physics. This course provides students with a conceptual framework, factual knowledge, and analytical and scientific skills.

3621 Physics (PreAP/GT), 1 credit (state) **GPA Level 1**

Grade Level(s): 10-12 **Prerequisite(s):** Algebra II or Concurrent Enrollment in PreAP Algebra II

Notes: A choice of an experimental design project or four 9-week projects is required for this course.

Physics (PreAP/GT) offers a more advanced level of experiences in the concepts of physics. Laboratory experiences presented are a combination of inquiry and confirmatory exercises. Many of the concepts are the same as those in Physics except the presentation is more accelerated and in more detail.

3721 Physics B (AP/GT), 1 credit (state) **GPA Level 1**

Grade Level(s): 11-12 **Prerequisite(s):** Physics and Algebra II

Notes: This course prepares students for the College Board Advanced Placement Physics B Exam. Summer assignment required.

Advanced Placement Physics B (AP/GT) offers advanced study in the concepts of physics. Laboratory techniques are developed to further the student's ability to pursue a career in an engineering or physics-related field. Advanced laboratory investigations of mechanics, thermodynamics, electricity, magnetism and nuclear physics are presented.

3723 Physics C: Mechanics, Electricity and Magnetism (AP/GT), 1 credit (state) **GPA Level 1**

Grade Level(s): 11-12 **Prerequisite(s):** Physics; Calculus or concurrent enrollment

Notes: This course prepares students for the College Board Advanced Placement Physics C: Electricity Magnetism Exam and the Physics C: Mechanics Exam. Summer assignment required.

The Advanced Placement Physics C (AP/GT) course is the first part of the college sequence that serves as the foundation in physics for students majoring in the physical sciences or engineering. An equal emphasis in the course is on mechanics and on electricity and magnetism, with the AP test separated for administration and grading into those two areas. Strong emphasis is placed on solving challenging problems, some requiring calculus.

3801 Earth and Space Science, 1 credit (state) **GPA Level 2**

Grade Level(s): 11-12 **Prerequisite(s):** 3 units of science (1 may be concurrent) and 3 units of math (1 may be concurrent)

Notes: None

Earth and Space Science (ESS) is a capstone course that builds on prior scientific knowledge and skills to provide high school students an understanding of the Earth system and cycles in space and time. The course focuses on three major science concepts: Earth in space and time, solid Earth and fluid Earth. Students will conduct classroom, laboratory, and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving.

3831 Aquatic Science, 1 credit (state) **GPA Level 2**

Grade Level(s): 11-12 **Prerequisite(s):** Two high school science credits

Notes: 3834 Aquatic Science: Sheltered (For English Language Learners); LPAC approval required; see page 168.

In Aquatic Science students study a variety of topics that include: components of an aquatic ecosystem; relationships among aquatic habitats and ecosystems; roles of cycles within an aquatic environment; adaptations of aquatic organisms; changes within aquatic environments; geological phenomena and fluid dynamics effects; and origin and use of water in a watershed. Students conduct field and laboratory investigations, use scientific methods during investigations (including animal dissections), and make informed decisions using critical thinking and scientific problem solving. Animal dissection is a required part of the curriculum in this course.

3811 Environmental Systems (Ecology), 1 credit (state) **GPA Level 2**

Grade Level(s): 11-12 **Prerequisite(s):** Two high school science credits

Notes: 3814 Environmental Systems (Ecology): Sheltered (For English Language Learners); LPAC approval required; see page 168.

In Environmental Systems, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: biotic and abiotic factors in habitats; ecosystems and biomes; interrelationships among resources and an environmental system; sources and flow of energy though an environmental system; relationship between carrying capacity and changes in populations and ecosystems; and changes in environments.

3821 Environmental Science (AP/GT), 1 credit (state) **GPA Level 1**

Grade Level(s): 11-12 **Prerequisite(s):** Biology; Chemistry

Notes: This course prepares students for the College Board Advanced Placement Environmental Science Exam. Summer assignment required.

Advanced Placement Environmental Science (AP/ GT), unlike many other introductory courses, is offered from a wide variety of science disciplines including geology, biology, environmental systems, chemistry, and geography. The course provides the student with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, and to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

7550 Anatomy and Physiology of Human Systems, 1 credit (state) **GPA Level 2**

Grade Level(s): 11-12 **Prerequisite(s):** Biology; Chemistry

Notes: None

In this course, students conduct laboratory investigations and fieldwork, use scientific methods during investigations, and make informed decisions using critical thinking and problem solving. Topics will be presented through an integration of biology, chemistry, and physics. Students will study structures and functions of the human body and body systems and will investigate the body's responses to forces, maintenance of homeostasis, electrical interactions, transport systems, and energy systems. Animal dissection is a required part of the curriculum in this course.

7551 Anatomy and Physiology of Human Systems (Adv Acad/GT), 1 credit (state) **GPA Level 1**

Grade Level(s): 11–12 **Prerequisite(s):** Biology; Chemistry

Notes: A choice of an experimental design project or four 9-week projects is required for this course.

Anatomy and Physiology (Adv Acad/GT) offers a more advanced level of experiences for students planning to enter the medical profession. Students will conduct laboratory investigations using appropriate scientific tools and procedures. Topics will be presented through an integration of biology, chemistry, and physics. Students will study in detail the structures and functions of the human body and body systems and will investigate the body's responses to forces, maintenance of homeostasis, electrical interactions, transport systems, and energy systems. Extensive labs, including formal write-ups, are required. Animal dissection is a required part of the curriculum of this course.

3851 Astronomy, 1 credit (state) **GPA Level 2**

Grade Level(s): 11-12 **Prerequisite(s):** Two high school science credits

Notes: None

In Astronomy, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Student study the following topics: information about the universe; scientific theories of the evolution of the universe; characteristics and the life cycle of stars; exploration of the universe; role of the Sun in our solar system; planets; and the orientation and placement of the Earth.

7930 Engineering Design and Problem Solving, 1 credit (state) **GPA Level 2**

Grade Level(s): 11-12 **Prerequisite(s):** 3 Science credits

Notes: $20.00 Lab Fee.

This course will satisfy Science graduation requirements.

Creative problem solving will take students into uncharted territory and the ideas of their peers will expose them to different ways of thinking. Students will have their talents stretched in ways they've never expected. In the Engineering Design and Development course, students work in teams to research, create, design and construct unique and original solutions to real-world engineering problems. The student's final project/solutions will be presented to and evaluated by a panel of community engineers and school personnel.

7963/7964 Advanced Biotechnology, 1 or 2 credits (state) **GPA Level 2**
Grade Level(s): 11-12 **Prerequisite(s):** Biotechnology
Notes: This course will satisfy Science graduation requirements.

Students in Advanced Biotechnology study a variety of topics that include structures and functions of cells, nucleic acids, proteins, and genetics. Topics include cell structure, proteins, genetic engineering, and the impact of immunological events in biotechnology. Students further study the increasingly important agricultural, environmental, economic, and political roles of bioenergy and biological remediation; the roles of nanoscience and nanotechnology in biotechnology medical research; and future trends in biological science and biotechnology.

7021 Advanced Animal Science, 1 credit (state) **GPA Level 2**
Grade Level(s): 11-12 **Prerequisite(s):** Veterinary Medical Applications, 3 Science credits
Notes: $20.00 Fee; $15.00 FFA dues recommended; Application required.
This course will satisfy Science graduation requirements.

This course is developed to prepare students for careers in the field of animal science. The students will learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. This course examines the correspondence of human, scientific, and technological aspects of animal science through field and laboratory experience.

7040 Advanced Plant & Soil Science, 1 credit (state) **GPA Level 2**
Grade Level(s): 11-12 **Prerequisite(s):** Horticulture Science, 3 Science credits
Notes: $20.00 Fee; $15.00 FFA dues recommended.
This course will satisfy Science graduation requirements.

This course provides a way of learning about the natural world. Students learn how plant and soil science has influenced a vast body of knowledge, that there are still applications to be discovered, and that plant and soil science is the basis for many other fields of science. Investigations, laboratory practices, and field exercises are used to develop an understanding of current plant and soil science. This course is designed to prepare students for careers in the food and fiber industry.

7620 Food Science, 1 credit (state) **GPA Level 2**
Grade Level(s): 11-12 **Prerequisite(s):** 3 Science credits
Notes: $20.00 Fee.
This course will satisfy Science graduation requirements.

This class explores the nature and improvement of foods for consumers. Students study nutrition and wellness, food technology, world food supply, diet-related disorders, chemical and physical changes that affect food product quality, technologies used in food processing, and food safety. Investigation of the properties of food and how it affects the human body will also be covered.

7951 Forensic Science, 1 credit (state) **GPA Level 2**
Grade Level(s): 11-12 **Prerequisite(s):** 3 Science credits
This course will satisfy Science graduation requirements.

This course is a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, homicide, and the psychology of the criminally insane. Students will learn basic terminology and investigative procedures related to crime scene, question building, interviewing, criminal behavior characteristics, truth detection methodology, and scientific procedures used to solve crimes. Students will have the opportunity to collect and analyze evidence through case studies and mock crime scenes. Students will learn about the history, legal aspects of forensics, and career options available in the forensic field.

SOCIAL STUDIES

4011 World Geography Studies, 1 credit (state) **GPA Level 2**
Grade Level(s): 9-12 **Prerequisite(s):** None
Notes: 4014 World Geography Studies: Sheltered (For English Language Learners); LPAC approval required; see page 168.

Students will examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. The course will emphasize physical processes that shape patterns in the physical environment, analyze how location affects economic activities in different economic systems, identify the processes that influence political divisions of the planet, and compare components of culture that shape the characteristics of regions. Students will use primary and secondary sources to practice problem-solving and decision-making skills to ask and answer geographic questions.

4021 World Geography Studies (PreAP/GT), 1 credit (state) **GPA Level 1**
Grade Level(s): 9-12 **Prerequisite(s):** None
Notes: None

PreAP World Geography is a course for students who would like to prepare for college-level work. In addition to covering the major aspects of world geography, the course extends the study in a number of ways: inclusion of more detail; emphasis upon environmental concerns and methods; cultural geography and analysis; emphasis upon maps and the locations and places of physical and political geography; and varied projects throughout the year. This is an upper-level critical thinking course requiring independent study and research.

4810 Human Geography (AP/GT), 1.0 credit (state) **GPA Level 1**
Grade Level(s): 9-12 **Prerequisite(s):** None
Notes: Prepares students for the College Board Advanced Placement Human Geography Exam. **Fulfills the requirement for the World Geography course.**

The Human Geography course is taught at a college-level and is for students who are prepared to take college level work. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. They also learn the methods and tools geographers use in their science and practice. It is the study of people from a spatial and ecological perspective. A college text will be utilized and the emphasis is placed upon critical thinking, independent study, and research.

4111 World History Studies, 1 credit (state) **GPA Level 2**
Grade Level(s): 10-12 **Prerequisite(s):** None
Notes: 4114 World History Studies: Sheltered (For English Language Learners); LPAC approval required; see page 168.

This course includes study of the following areas: development of early civilizations; historical development of Western civilization; historical development of other areas, including Russia, the Middle East, Asia, Africa, and Meso America; geographic religious influences on world history; and world development in the twentieth century.

4121 World History Studies (PreAP/GT), 1 credit (state) **GPA Level 1**
Grade Level(s): 10-12 **Prerequisite(s):** None
Notes: None

World History is a course for students who would like to prepare for college-level work. In addition to covering the major aspects of world history, the course extends the study in a number of ways: inclusion of more detail, emphasis upon archeological concerns and methods, use of primary materials and documents, comparative study of the great religions, and interdisciplinary focus emphasizing art and architecture, study of the background for the development of U.S. government and economics, and application of historical concepts to current events. The emphasis is upon critical thinking, independent study, and research.

4411 World History (AP/GT), 1 credit (state) **GPA Level 1**

Grade Level(s): 10-12 **Prerequisite(s):** World Geography

Notes: This course prepares students for the College Board Advanced Placement World History Exam

This World History course is taught at the college-level and is for students who are prepared to take college level work. The purpose of the course is to develop an understanding of the evolution of global processes and contacts, and interaction with different types of human societies in the past thousand years. The course highlights the nature and changes of international frameworks and their causes and consequences, as well as comparisons among major societies. This course emphasizes relevant factual knowledge with leading interpretive issues and types of historical evidence. A college text will be utilized and the emphasis is placed upon document based questions and compare/contrast essays.

4211 United States History, 1 credit (state) **GPA Level 2**

Grade Level(s): 11-12 **Prerequisite(s):** None

Notes: 4214 United States History: Sheltered (For English Language Learners); LPAC approval required; see page 168.

Students will study the history of the United States from Reconstruction (1865) to the present. Historical content focuses on major issues affecting the growth of America regarding political, economic, cultural, social and geographical factors and their impact on American society as well as foreign policy. Incorporated into the course will be a variety of secondary source materials for enrichment as a guide to analysis and critical thinking dealing with issues related to the history of the United States.

4221 United States History (AP/GT), 1 credit (state) **GPA Level 1**

Grade Level(s): 11-12 **Prerequisite(s):** World History

Notes: This course prepares students for the College Board Advanced Placement U.S. History Exam

This United States history course is taught at the college-level and is for students who are prepared to take college level work. In addition to covering the major aspects of United States history, the course extends the study in a number of ways. Since it is based on the Advanced Placement model, it includes the first half of American History as well as the post-Civil War history. Objectives from the second half of American History are handled in more depth, and include an interdisciplinary focus. Emphasis is placed upon overall comparison, contrast, and trend analysis of foreign and domestic policy since World War II, and upon analysis of current events in terms of the entire scope of American History. A college text will be utilized and the emphasis is placed upon critical thinking, independent study, and research.

4310 United States Government, 0.5 credit (state) **GPA Level 2**

Grade Level(s): 12 **Prerequisite(s):** None

Notes: 4314 United States Government: Sheltered (For English Language Learners); LPAC approval required; see page 168.

This is a required one-semester course that includes the study of the foundations of the U.S. political system, the development of the U.S. government system, the structures and functions of the U.S. government systems, and skills and processes of participation and decision-making in civic affairs.

4320 Government and Politics: United States (AP/GT), 0.5 credit (state) **GPA Level 1**

Grade Level(s): 12 **Prerequisite(s):** None

Notes: This course will satisfy the 0.5 credit requirement for United States Government. This course prepares students for the College Board Advanced Placement United States Government and Politics Exam.

This is a one-semester college-level course for students who wish to take a challenging course in U.S. Government and Politics. In addition to covering the essential elements of government, this course extends the study in many areas: the philosophical and historical background of American government; an analysis of political parties, interest groups, the media, and public opinion, and the examination of the executive, legislative, and judicial branches of the national government. Using a college text, the emphasis is upon critical thinking, independent study, and research.

4510 Economics, 0.5 credit (state) **GPA Level 2**
Grade Level(s): 12 **Prerequisite(s):** None
Notes: 4514 Economics: Sheltered (For English Language Learners); LPAC approval required; see page 168.

This is a required one-semester course that focuses on the basic principles concerning production, consumption, and distribution of goods and services in the United States. Students will examine the rights and responsibilities of consumers and businesses in a free enterprise system. The interaction of supply, demand, and price will be analyzed. Student will also study the role of financial institutions in a market economy, the relationship of the United States economic system to other economies in the world, types of business ownership and market structures, the United States' government's policy on taxing and spending, the Federal Reserve, international trade, and the role of labor in the United States economic system.

4520 Macroeconomics (AP/GT), 0.5 credit (state) **GPA Level 1**
Grade Level(s): 12 **Prerequisite(s):** None
Notes: This course prepares students for the College Board Advanced Placement Macroeconomics Exam. **Fulfills requirement for Economics**.

This is a one-semester college-level course for students who wish to take a challenging course in Macroeconomics. This course emphasizes critical-thinking skills, logic, and substantial out-of-class independent study. The course focuses on aggregate demand and supply, fiscal policy, monetary policy, and international trade, using a college text. Students should expect a high level of difficulty in all assignments. A college text will be utilized and the emphasis will be on critical thinking, independent study & research.

4620 Microeconomics (AP/GT), 0.5 credit (state) **GPA Level 1**
Grade Level(s): 12 **Prerequisite(s):** None
Notes: This course prepares students for the College Board Advanced Placement Microeconomics Exam; **does not fulfill requirement for Economics.**

This is a one-semester college-level economics course for students who wish to take a challenging course in microeconomics. The focus of the course is on the behavior of the individual decision-makers and firms in a free enterprise system. Topics covered include the basis economic concepts, supply and demand, production decisions, price theory, and the functions of the product market. This course emphasizes critical-thinking skills, logic, and requires substantial out-of-class independent study. Using a college text, students should expect a high level of difficulty in all assignments.

4710 Psychology, 0.5 credit (state) **GPA Level 2**
Grade Level(s): 11-12 **Prerequisite(s):** None
Notes: None

This is a one-semester elective course that provides an overview of the field of psychology by focusing on the following areas: the nature of psychology; human growth of development, and behavior; and development of the individual.

4720 Psychology (AP/GT), 0.5 credit (state) **GPA Level 1**
Grade Level(s): 11-12 **Prerequisite(s):** None
Notes: This course prepares students for the College Board Advanced Placement Psychology Exam

This is a one-semester college-level elective course that extends the study of psychology through an inclusion of more detail, and by expanding the content topics covered including: the biological basis of behavior; sensation and perception; abnormal behaviors; and analysis of current research in the field of psychology. A college text will be utilized and the emphasis will be on critical thinking, independent study & research.

4730 Sociology, 0.5 credit (state) **GPA Level 2**
Grade Level(s): 11-12 **Prerequisite(s):** None
Notes: None

This is a one-semester elective course that provides an overview of the field of sociology by focusing on the following areas: the nature of sociology; culture, socialization, groups, and institutions; communications; and cultural development and change.

4740 Social Studies Advanced Studies: Constitutional Law, 0.5 credit (state) **GPA Level 2**
Grade Level(s): 11-12 **Prerequisite(s):** None
Notes: None

This one-semester elective will allow students to develop a greater understanding of the development of our civil rights and civil liberties by analyzing and interpreting Supreme Court decisions. The understanding will be advanced through a combination of factual knowledge and analytical skills. The course will examine the relationship of the judicial branch and the citizenry. This course will benefit students who may be interested in legal studies.

4760 Special Topics in Social Studies: Reel America, 0.5 credit (state) **GPA Level 2**
Grade Level(s): 11-12 **Prerequisite(s):** None
Notes: None

This course will provide students with an opportunity to analyze the movies and how they have shaped America's perception of its history. The course will investigate historical accuracy, points of view, bias, and perpetuation of historical myth. The students will develop the ability to assimilate, analyze, and understand visual text. Also students will gain an understanding of the movies' impact on American culture, values, beliefs, and behavior.

4800 Special Topics in Social Studies: History of United States Sports, 0.5 credit (state) **GPA Level 2**
Grade Level(s): 9-12 **Prerequisite(s):** None
Notes: None

This one-semester elective will allow students to learn about U.S. History through the evolution of a variety of sports starting at the beginning and developing into the major leagues. Sports eras of 1860 to 1940, 1940 to 1980, and 1980 to present will be studied. Students will learn about sports heroes, mascots, the movement of teams, the impact of the media, and the role of the U.S. in the Olympics. Connections will be drawn between the sports event and what is happening in the U.S. during that period of time.

4821 European History (AP/GT), 1 credit (state) **GPA Level 1**
Grade Level(s): 11-12 **Prerequisite(s):** World History
Notes: This course prepares students for the College Board Advanced Placement European History Exam. T**his course may not be used as a substitute for World History.**

This European History course is taught at the college-level and is for students who are prepared to take college-level work. The goal of the course is to provide a basic narrative of events and movements in Europe from 1450 to present. This will include the period from the High Renaissance to the recent past. In addition, the course will develop an understanding of some of the principle themes in modern European History, an ability to analyze historical evidence, and an ability to express that understanding and analysis in writing. A college text will be utilized and the emphasis is placed upon critical thinking, independent study, and research.

4830 Government and Politics: Comparative (AP/GT), 0.5 credit (state) **GPA Level 1**
Grade Level(s): 12 **Prerequisite(s):** None
Notes: This course does not satisfy the 0.5 credit requirement for United States Government. This course prepares students for the College Board Advanced Placement Comparative Government and Politics Exam.

This is a one-semester college-level elective course for students who wish to take a challenging course in Comparative Government and Politics. Five countries form the core of this investigation of governments outside the United States: Great Britain, France, China, Russia, and Mexico. These countries will be compared and analyzed in terms of their sources of political authority, the basis of social cleavages in society, citizen beliefs, constitutional frameworks of their governments, the institutions of the national government, the role of political parties, interest groups in the political process, and the process of political change. A college text will be utilized and the emphasis will be on critical-thinking independent study and research.

4861 Student Government and Leadership, 0.5-1 credit (state) **GPA Level 2**
Grade Level(s): 9-12 **Prerequisite(s):** Application required; enrollment limited
Notes: None

This elective course is designed to enhance leadership and to develop problem-solving and critical-thinking skills. Topics to include: parliamentary procedures; meeting skills; leadership development; goal setting; group dynamics; human relations skills; team building; communication skills; and civic responsibilities.

4870 Social Studies Advanced Studies: Law and Justice, 0.5 credit (state) **GPA Level 2**
Grade Level(s): 11-12 **Prerequisite(s):** None
Notes: None

This one-semester elective will give students information on their rights and responsibilities under federal, state, and local laws that most affect them. This will include state and local family and juvenile laws. Victim's rights versus criminal's rights will be discussed. An attempt will be made to have a field trip to one of the court systems. Students will participate in classroom activities including mock trials. This course is suggested as a prerequisite for anyone interested in participating in the Teen Court program.

4880 Social Studies Advanced Studies: Global Politics, 1.0 credit (state) **GPA Level 2**
Grade Level(s): 10-12 **Prerequisite(s):** World or Human Geography
Notes: None

This one year introductory course is designed to examine international relations in a modern context. Emphasis will be placed on the historical, cultural, and geographic factors that continue to impact the world today and in the future. Global Politics will focus on how modern economic, cultural, and political events have developed and evolved in various regions of the world. Particular attention will be paid to current global issues such as: terrorism, security, identity politics, globalization, energy demands, nation-building, environmental issues, health pandemics and epidemics, as well as regional and international conflict. This is an upper-level critical thinking course requiring independent research and analysis.

4900 Teen Leadership, 0.5-1 credit (state) **GPA Level 2**
Grade Level(s): 9-12 **Prerequisite(s):** None
Notes: None

This elective course builds personal responsibility and leadership skills through role plays, group activities, speeches and projects. Topics to include: healthy self-concept and relationships; emotional intelligence; self-control; self-motivation; social skills; communication skills; decision-making for personal, family and financial responsibilities; peer pressure; and individual goal setting.

4901 Peer Assistance and Leadership I, 1 credit (state) **GPA Level 2**
Grade Level(s): 11-12 **Prerequisite(s):** Application required; Enrollment limited.
Notes: None

The Peer Assistance and Leadership I elective course is a peer-helping program in which selected students will be trained to work as peer facilitators. Students will be trained in a variety of helping skills that will enable them to assist other students in having a more positive and productive school experience. Positive peer influence will be utilized as a central strategy for addressing peer school issues.

4911 Peer Assistance and Leadership II, 1 credit (state) **GPA Level 2**
Grade Level(s): 12 **Prerequisite(s):** PAL I
Notes: None

The Peer Assistance and Leadership II elective course is a continuation of the peer-helping program. Students will assist in the training of new PAL I students. A variety of advanced peer-assistance service delivery options are available.

4820 The American Civil War, 1 credit (state) **GPA Level 2**
Grade Level(s): 11-12 **Prerequisite(s):** None
Notes: None

This course is designed to study the causes, the course and effects of the American Civil War. We will look at the cultural, geographical and social reasons that caused the rift between the North and the South. Significant battles, people and other political events that occurred during the war will be examined to understand what happened and when. Finally we will also study how Reconstruction affected American culture, government and society for decades.

LANGUAGES OTHER THAN ENGLISH (LOTE)

Two units of the same Languages Other Than English satisfy the requirements of the Recommended High School Program. Three units of the same language satisfy the requirements of the Distinguished Achievement Program.

AMERICAN SIGN LANGUAGE

5501 American Sign Language I, 1 credit (state) **GPA Level 2**
Grade Level(s): 9-12 **Prerequisite:** None
Notes: Not all colleges and universities accept this course as fulfillment of the LOTE credit for entry into their program; please check with the individual college or university to learn about their requirements.

This course emphasizes interpersonal communication to achieve communicative competence. Students taking this class develop finger spelling skills as well as expressive and receptive sign skills, acquire a broad vocabulary, and learn the basic principles of ASL syntax and grammar. ASL I also provides information about the history of sign language and introduces students to the culture of the American Deaf community. An extensive amount of memorization is required for success in this course.

5511 American Sign Language II, 1 credit (state) **GPA Level 2**
Grade Level(s): 10-12 **Prerequisite:** American Sign Language I
Notes: Not all colleges and universities accept this course as fulfillment of the LOTE credit for entry into their program; please check with the individual college or university to learn about their requirements.

This course enhances the skills mastered in American Sign Language I. Students in this class focus on the more advanced grammatical concepts of ASL and continue to develop their skills in finger spelling, expression, and reception. This more challenging course emphasizes fluency, clarity, and expressive style.

5521 American Sign Language III, 1 credit (state) **GPA Level 2**
Grade Level(s): 11-12 **Prerequisite:** American Sign Language II
Notes: Not all colleges and universities accept this course as fulfillment of the LOTE credit for entry into their program; please check with the individual college or university to learn about their requirements.

Students in ASL III continue to enhance and refine the knowledge and skills they previously developed. Fluency, clarity, and expressive style are stressed.

5531 American Sign Language IV, 1 credit (state) **GPA Level 2**
Grade Level(s): 12 **Prerequisite:** American Sign Language III
Notes: Not all colleges and universities accept this course as fulfillment of the LOTE credit for entry into their program; please check with the individual college or university to learn about their requirements.

This course is designed to enhance and refine the knowledge and skills previously developed in ASL III. This course will focus on basic interpreting skills for those interested in becoming certified interpreters. Students will study and discuss various topics related to the Deaf community and American Sign Language. This course will be conducted only in American Sign Language.

CHINESE

The Chinese program strives to provide students the skills (listening, speaking, reading, and writing) needed to develop proficiency in a modern language by teaching from authentic texts and by promoting cross-cultural understanding.

5401 Chinese I, 1 credit (state) **GPA Level 2**
Grade Level(s): 9-12 **Prerequisite(s):** None
Notes: This course teaches Mandarin Chinese only.

This course is designed to familiarize the novice speaker with the basic sounds and structure of Mandarin Chinese and with the Chinese culture. Listening and speaking skills, as well as the knowledge of approximately 250 Chinese characters, are emphasized.

5403 Chinese I (PreAP), 1 credit (state) **GPA Level 1**
Grade Level(s): 9-12 **Prerequisite(s):** None
Notes: This course teaches Mandarin Chinese only.

This course is an introductory course to the basic sounds and structure of Mandarin Chinese language. It is designed for students who have chosen to examine Chinese in greater depth and at a faster pace during their high school careers. This course is designed to lay the foundation for students planning to take the AP Chinese Language and Culture exam.

5411 Chinese II, 1 credit (state) **GPA Level 2**
Grade Level(s): 10-12 **Prerequisite(s):** Chinese I
Notes: This course teaches Mandarin Chinese only.

Chinese II is a continuation of the listening, speaking, reading, and writing skills introduced in the first year of Mandarin. Vocabulary is increased and a more sophisticated sentence structure is emphasized in order to facilitate communication. Students in this class learn approximately 500 Chinese characters.

5413 Chinese II PreAP, 1 credit (state) **GPA Level 1**
Grade Level(s): 9-12 **Prerequisite(s):** Chinese I or Chinese I PreAP
Notes: This course teaches Mandarin Chinese only.

This course is a continuation of Chinese I PreAP. Greater emphasis is placed on listening, including further work on the four skills listening, speaking, reading, and writing skills. Students are expected to read major literary works or portions of major literary works by selected Chinese writers.

5421 Chinese III (PreAP), 1 credit (state) **GPA Level 1**
Grade Level(s): 11-12 **Prerequisite(s):** Chinese II
Notes: This course teaches Mandarin Chinese only.

In this course, greater attention is given to directed reading and writing assignments in Mandarin Chinese. Students converse about subjects related to daily life and culture, and they produce simple literary pieces and essays. Approximately 800 Chinese characters are studied.

5431 Chinese IV (PreAP), 1 credit (state) **GPA Level 1**
Grade Level(s): 12 **Prerequisite(s):** Chinese III
Notes: This course teaches Mandarin Chinese only.

Students in this course develop an advanced level of both oral and written communication. Readings in Mandarin Chinese literature, newspapers, and magazines provide students with the opportunity for cognitive thinking and group discussion. Students in this class learn almost 1200 Chinese characters.

5441 Chinese V (PreAP), 1 credit (state) **GPA Level 1**
Grade Level(s): 12 **Prerequisite(s):** Chinese IV
Notes: This course teaches Mandarin Chinese only.

In Chinese V, students study topics in Chinese history, geography, politics, etc., as they refine the four basic skills emphasized in earlier courses. Readings and critiques are a major focus of this course as students are encouraged to participate in advanced discussions using the language. Creative writing is emphasized and approximately 1500 Chinese characters are learned.

5451 Chinese Language and Culture (AP/GT), 1 credit (state) **GPA Level 1**
Grade Level(s): 12 **Prerequisite(s):** Chinese III, IV, or V
Notes: This course teaches Mandarin Chinese only. It prepares students for the College Board Advanced Placement Chinese Language and Culture Exam.

This course places emphasis on using every element of the language in a culturally appropriate context. The course enables students to acquire communication skills, learning strategies, critical thinking skills, understanding of appropriate elements in culture, and knowledge of technology, rather than simply memorizing linguistic components. The AP Chinese course is also designed to provide students with opportunities to further develop their Chinese proficiencies across the three communicative modes: Interpersonal (speaking, listening, reading and writing skills), Interpretive (listening and reading skills), and Presentational (speaking and writing skills). The course is taught entirely in Mandarin Chinese.

FRENCH

5001 French I, 1 credit (state) **GPA Level 2**
Grade Level(s): 9-12 **Prerequisite(s):** None
Notes: None

This course introduces students to the basic sounds and structure of the French language. Equal emphasis is placed on the four skills (listening, speaking, reading, and writing) needed to develop proficiency in a modern language. The culture of the world's French-speaking people is also highlighted.

5002 French I (PreAP), 1 credit (state) **GPA Level 1**
Grade Level(s): 9-12 **Prerequisite(s):** None
Notes: None

This course is an introductory course to the basic sounds and structure of French language. It is designed for students who have chosen to examine French in greater depth and at a faster pace during their high school careers. This course is designed to lay the foundation for students planning to take the AP French exam.

5011 French II, 1 credit (state) **GPA Level 2**
Grade Level(s): 9-12 **Prerequisite(s):** French I or French I PreAP
Notes: None

This course is a continuation of French I, including further work on the four skills (listening, speaking, reading, and writing). Vocabulary development and increasingly complex grammatical structures are emphasized.

5012 French II PreAP, 1 credit (state) **GPA Level 1**
Grade Level(s): 9-12 **Prerequisite(s):** French I or French I PreAP
Notes: None

This course is a continuation of French I PreAP. Greater emphasis is placed on listening, including further work on the four skills listening, speaking, reading, and writing skills. Students are expected to read major literary works or portions of major literary works by selected French authors.

5030 French III , 1 credit (state) **GPA Level 2**
Grade Level(s): 10-12 **Prerequisite(s):** French II or French II PreAP
Notes: None

This course is a continuation of French II. It includes ongoing study of structure, grammar and vocabulary. It emphasizes listening, reading, writing, speaking, and culture.

5031 French III (PreAP), 1 credit (state) **GPA Level 1**
Grade Level(s): 10-12 **Prerequisite(s):** French II
Notes: None

The third year of French is a continuing study of structure and vocabulary. Through films, textbooks, literary works and other authentic materials, students acquire greater knowledge about French language and culture.

5041 French Language (French IV AP/GT), 1 credit (state) **GPA Level 1**
Grade Level(s): 11-12 **Prerequisite(s):** French III
Notes: This course prepares students to take the College Board Advanced Placement French Language Exam

Students taking this course continue to study advanced French grammar and syntax in preparation for the College Board AP French Language Exam. They also read and discuss various pieces of French literature and other kinds of authentic materials.

GERMAN

5101 German I, 1 credit (state) **GPA Level 2**
Grade Level(s): 9-12 **Prerequisite(s):** None
Notes: None

This course introduces the student to the basic sounds and structure of the German language. Equal emphasis is given to listening, speaking, reading, and writing – the four skills needed to develop proficiency in a modern language. The culture of the world's German-speaking people is also highlighted.

5111 German II, 1 credit (state) **GPA Level 2**
Grade Level(s): 10-12 **Prerequisite(s):** German I
Notes: None

This course is a continuation of German I including further work on the four skills (listening, speaking, reading, writing). The development of vocabulary and an increase in the complexity of grammatical structures are emphasized.

5121 German III (PreAP), 1 credit (state) **GPA Level 1**
Grade Level(s): 11-12 **Prerequisite(s):** German II
Notes: None

The third level of German is a continuing study of structure and vocabulary with greater attention given to reading and writing assignments. Through reading major literary works as well as nonfiction articles from contemporary publications, students acquire in-depth knowledge about the German-speaking people.

5131 German Language (German IV AP/GT), 1 credit (state) **GPA Level 1**
Grade Level(s): 12 **Prerequisite(s):** German III
Notes: This course prepares students for the College Board Advanced Placement German Language Exam

By using the four basic skills acquired in previous courses, students in this course refine their knowledge of grammatical structure and vocabulary, and develop the ability to express themselves both in spoken and written forms. Readings in German literature, as well as in nonfiction articles from contemporary publications, provide students opportunities for cognitive thinking and group discussion. AP German IV concentrates on the use of formal literary style and idiomatic terminology.

ITALIAN

5601 Italian I, 1 credit (state) **GPA Level 2**
Grade Level(s): 9-12 **Prerequisite(s):** None
Notes: None

This course introduces students to the basic sounds and structure of the Italian language. Equal emphasis is placed on the four skills (listening, speaking, reading, and writing) needed to develop proficiency in a modern language. The culture of the world's Italian-speaking people is highlighted.

LATIN

5301 Latin I, 1 credit (state) **GPA Level 2**
Grade Level(s): 9-12 **Prerequisite(s):** None
Notes: None

This course introduces Latin vocabulary and grammar through writing and translation. Students taking this class read selections from Roman mythology and history, and examine the influence Latin has had on the English language, especially in regards to vocabulary.

5303 Latin I (PreAP), 1 credit (state) **GPA Level 1**
Grade Level(s): 9-12 **Prerequisite(s):** None
Notes: None

This course is an introductory course to the basic sounds and structure of Latin language. It is designed for students who have chosen to examine Latin in greater depth and at a faster pace during their high school careers. This course is designed to lay the foundation for students planning to take the AP Latin exam.

5311 Latin II, 1 credit (state) **GPA Level 2**
Grade Level(s): 10-12 **Prerequisite(s):** Latin I
Notes: None

This course is a continuation of Latin I. It introduces additional grammatical structures and builds vocabulary in both Latin and English. Additional readings provide an introduction to Roman history.

5313 Latin II PreAP, 1 credit (state) **GPA Level 1**
Grade Level(s): 9-12 **Prerequisite(s):** Latin I or Latin I PreAP
Notes: None

This course is a continuation of Latin I PreAP. Greater emphasis is placed on listening, including further work on the four skills listening, speaking, reading, and writing skills. Students are expected to read major literary works or portions of major literary works by selected Latin writers.

5321 Latin III (PreAP), 1 credit (state) **GPA Level 1**
Grade Level(s): 11-12 **Prerequisite(s):** Latin II
Notes: None

This course begins with a review of Latin grammar and continues with a survey of Latin literature, emphasizing the works of major poets. Students are also introduced to famous Roman authors from a variety of genres and discuss Latin works as literary pieces.

5341 Latin Vergil (Latin IV AP/GT), 1 credit (state) **GPA Level 1**
Grade Level(s): 12 **Prerequisite(s):** Latin III
Notes: This course prepares students for the College Board Advanced Placement Latin: Vergil Exam.

Students taking this course will follow the recommended AP course syllabus.

SPANISH

5271/5281 Spanish for Spanish (Native Heritage) Speakers, 2 credits (state) 1 Period Only **GPA Level 2**
Grade Level(s): 9-12 **Prerequisite(s):** Application; Oral Interview
Notes: None

This course offers an advanced study of both Spanish I and Spanish II in one year. It is designed for students who already have excellent speaking and listening skills in Spanish and who already possess a vast knowledge of the language's syntax and vocabulary.

5201 Spanish I, 1 credit (state) **GPA Level 2**
Grade Level(s): 9-12 **Prerequisite(s):** None
Notes: None

This course introduces students to the basic sounds and structure of the Spanish language. Equal emphasis is placed on the four skills (listening, speaking, reading, and writing) needed to develop proficiency in a modern language. The culture of the world's Spanish-speaking people is highlighted.

5203 Spanish I (PreAP), 1 credit (state) **GPA Level 1**
Grade Level(s): 9-12 **Prerequisite(s):** None
Notes: None

This course is an introductory course to the basic sounds and structure of Spanish language. It is designed for students who have chosen to examine Spanish in greater depth and at a faster pace during their high school careers. This course is designed to lay the foundation for students planning to take the AP Spanish exam.

5211 Spanish II, 1 credit (state) **GPA Level 2**
Grade Level(s): 9-12 **Prerequisite(s):** Spanish I
Notes: None

This course is a continuation of Spanish I, including further study in the four skills (listening, speaking, reading, and writing). Building vocabulary and increasing the complexity of grammatical structures are emphasized.

5213 Spanish II (PreAP), 1 credit (state) **GPA Level 1**
Grade Level(s): 9-12 **Prerequisite(s):** Spanish I
Notes: None

Spanish II PreAP is a continuation of the study of the Spanish language at the novice level. It is designed for students who have chosen to examine Spanish in greater depth and at a faster pace during their high school careers. In this course, students learn more complex vocabulary and grammatical structures in order to expand their communication skills. One of the objectives of Spanish II PreAP is to provide students the competencies necessary for success on the AP Spanish Language Exam.

5221 Spanish III, 1 credit (state) **GPA Level 2**
Grade Level(s): 9-12 **Prerequisite(s):** Spanish II
Notes: None

This course is a continuation of Spanish II, which includes an ongoing study of structure, grammar, and vocabulary. It emphasizes listening and speaking skills that stress oral proficiency and further develops reading and composition competencies.

5231 Spanish III (PreAP), 1 credit (state) **GPA Level 1**
Grade Level(s): 9-12 **Prerequisite(s):** Spanish II
Notes: None

The third level of Spanish is a continuing study of language structure and vocabulary. Greater attention is given to reading and writing assignments, and greater emphasis is placed on listening, speaking, reading, and writing skills. In this course students are expected to read major literary works by selected authors and gain more knowledge about Spanish-speaking people through classroom discussion and individual analysis.

5241 Spanish Language (Spanish IV AP/GT), 1 credit (state) **GPA Level 1**
Grade Level(s): 10-12 **Prerequisite(s):** Spanish III
Notes: This course prepares students for the College Board Advanced Placement Spanish Language Exam

By using the four basic skills acquired in earlier courses, students in this class closely examine the Spanish language grammatical structure and vocabulary. Readings from Spanish literature provide opportunities for cognitive thinking and group discussion, and students develop their abilities in both oral and written expression. The focus in this course is a concentration on the use of formal literary style and idiomatic terminology.

5251 Spanish Literature (Spanish V AP/GT), 1 credit (state) **GPA Level 1**
Grade Level(s): 11-12 **Prerequisite(s):** AP Spanish IV – Language
Notes: This course prepares students for the College Board Advanced Placement Spanish Literature Exam

Advanced grammar and syntax study are stressed in this course. Students complete individual projects that include readings and advanced level critiques. They also engage in an in-depth study of Spanish literature.

SCHOOL SERVICE AND RELEASE TIME

5811 School Service, local credit **GPA Level 2**

Grade Level(s): 12 **Prerequisite(s):** Application required; 2.5 GPA; 20 state credits

Notes: Student's conduct and attendance will be taken into consideration. Students will be assisting in various areas of the school as assigned. Limit one (1) period of School Service will be allowed. This course will be counted in the GPA per policy EIC (Local).

5911 Release Time, No credit **GPA Level NA**

Grade Level(s): 12 **Prerequisite(s):** Application required; 2.5 GPA; 20 state credits

Notes: Students will need to discuss their credit status with their counselor to ensure adequate number of credits for graduation. Limit one (1) period of Release Time will be allowed. .

Release Time will follow CISD Policy FEF (Local).

HEALTH

Health graduation requirements are pending due to House Bill 3 and CCISD policy EIF (Local). Students and parents may access updates at:
http://www2.ccisd.net/Departments/StudentSupportServices/CourseSelection.aspx

6000 Health Education, 0.5 credit (state) **GPA Level 2**
Grade Level(s): 9-12 **Prerequisite(s):** None
Notes: Refer to Health Science Technology I; one semester of Health Education is required by the State of Texas to promote Healthful living.

In Health Education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students will understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the life-span; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote individual, family, and community health. Topics include overall health, family relationships, marriage and parenthood, human growth and development, nutrition, communicable and non-communicable diseases, use and abuse of drugs, alcohol, tobacco and other areas of importance.

PHYSICAL EDUCATION

In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically active lifestyle. Students exhibit a physically active lifestyle and understand the relationship between physical activity and health.

PE graduation requirements are pending due to House Bill 3 and CCISD policy EIF (Local). Students and parents may access updates at:
http://www2.ccisd.net/Departments/StudentSupportServices/CourseSelection.aspx

6020/6025 Foundations of Personal Fitness, 0.5 credits (state) **GPA Level 2**
Grade Level(s): 9-12 **Prerequisite(s):** $20 Uniform Fee; $10 Rental Fee
Notes: 6020 – Boys; 6025 – Girls

This is a required course for students who are completing PE requirements through regular PE courses. It is not required for students who will satisfy PE requirements with a PE waiver or alternative PE activity. This course aids students in making personal decisions that help them learn to become fitness and exercise problem solvers through weight training, aerobic conditioning, fitness evaluations, and scientific exercise principles. See page 122 for waiver information.

6030/6035 Aerobic Activities, 0.5 credit (state) **GPA Level 2**
Grade Level(s): 9-12 **Prerequisite(s):** Foundations of Personal Fitness recommended.
Notes: 6030 – Boys; 6035 – Girls; $20 Uniform Fee; $10 Rental Fee; May repeat

Students taking Aerobic Activities will be exposed to a variety of activities that promote health-related fitness. A major expectation of this course is for the student to design a personal fitness program that uses aerobic activities as a foundation. Activities may include aerobic dance, aqua aerobics, jogging, power walking, recreational dance, and step aerobics.

6040/6045 Team Sports (6040 – Boys; 6045 – Girls), 0.5 credit (state) **GPA Level 2**
Grade Level(s): 9-12 **Prerequisite(s):** Foundations of Personal Fitness recommended.
Notes: $20 Uniform Fee; $10 Rental Fee; May repeat

Students enrolled in Team Sports are expected to develop health-related fitness and an appreciation for teamwork and fair play. The study of team sports includes rules, strategies, safety and protocol of each, and is an integral part of the overall Lifetime Fitness program. The inclusion of lifetime recreational activities and sports emphasizes, encourages, and promotes positive personal wellness, fitness, and healthy habits. This course reinforces the concept of incorporating physical activity into a lifestyle beyond high school.

6050/6055 Individual Sports (6050 – Boys; 6055 – Girls), 0.5 credit (state) **GPA Level 2**

Grade Level(s): 9-12 **Prerequisite(s):** Foundations of Personal Fitness recommended.

Notes: $20 Uniform Fee; $10 Rental Fee; May repeat

Students in Individual Sports are expected to participate in a wide range of individual sports that can be pursued for a lifetime. The continued development of health-related fitness and the selection of individual sport activities that are enjoyable are major objectives of this course. Students will be expected to exhibit a level of competency in two or more individual sports which may include aquatics, archery, golf, handball, racquet sports, self-defense, track and field, or weight training.

6491/6493/6495/6497 Alternative Physical Education Activities, 0.5 credit/semester (state) **GPA Level N/A**

Grade Level(s): 9-12 **Prerequisite(s):** None

Notes: Semester 1 – 6491; 2 – 6493; 3 – 6495; 4 – 6497

The Level 1 and Level 2 private and commercially sponsored physical activities must be an approved Physical Education vendor and certified by the Coordinator of Health/Physical Education. (Outside team and individual sports will not be allowed for Alternative Physical Education Activities if those sports are offered in the CCISD Course Catalog.) Deadlines designated on the application must be met for approval each school year. Application for Alternative **PE Activities must be submitted to the Clear Creek ISD PE/Health office by the last Friday of April of the previous school year for the waiver to be reviewed for approval for the Fall Semester and by the Friday of the first week of December in the current year for the Spring Semester**. This course does not count in GPA and will be given a Pass/Fail grade on the student's Academic Achievement Record. Students must follow CCISD Policy as outlined in order to receive credit for Alternative PE Activities. Applications must be resubmitted each school year to qualify for Alternative PE Activities.

PHYSICAL EDUCATION WAIVERS

PE substitution requirements are pending due to House Bill 3. Changes will be updated on the District's website as they are received.

According to EIF (Local), students may substitute certain physical activities and certain academic courses for the required one and one-half credits. These substitutions are recorded on the AAR as PE equivalent activities, for which PE grades and PE credits are awarded, or as PE waivers. Clear Creek ISD has chosen to allow students to allow a PE waiver based on the physical activity involved in:

1. Marching band and cheerleading during the fall semester. (0.5 waiver per fall semester)
2. Junior Reserve Officer Training Corps (JROTC). (0.5 waiver per semester)
3. Athletics. (0.5 waiver per semester)
4. Dance I-IV and Advanced Dance I-IV. (0.5 waiver per semester)
5. Career and Technical Education (CTE): Any two- or three-credit pre-employment laboratory or work-based learning course (See Below)
6. Level I and II Alternative Physical Education Activities (Refer to page 121)

CTE courses below will satisfy required Physical Education credits to meet graduation requirements. *Course must be a two or three credit pre-employment lab course or work-based learning.*

ATHLETICS-INTERSCHOLASTIC COMPETITIVE SPORTS

Athletic classes are available as a substitute for Physical Education. Students are enrolled after receiving approval from the coach of the athletic activity. Athletic classes are available in the following sports:

Baseball	Football	Track
Basketball	Soccer	Trainer
Cheerleading	Softball	Volleyball
Cross Country	Swimming	Wrestling
Golf	Tennis	

Student athletes shall not be enrolled in more than one physical education and/or athletic class whether or not they are receiving credit.

STUDENT ATHLETES

If you plan to enroll in any Division I or Division II college or university, please see page 186 for the Guide for College Bound Student Athletes and their Parents.

GIRLS ATHLETICS		BOYS ATHLETICS		COED ATHLETICS	
CRS	SPORT	CRS	SPORT	CRS	SPORT
6111	Softball Varsity	6101	Baseball Freshmen/Sophomore	6181	Cheerleading
6115	Softball	6105	Baseball Junior Varsity/ Varsity	6271	Swimming Junior Varsity
6141	Basketball Freshmen	6161	Basketball Freshmen		
6151	Basketball Varsity	6171	Basketball Varsity		
6155	Basketball Junior Varsity	6175	Basketball Junior Varsity		
6191	Track	6201	Track		
6241	Golf	6211	Football Freshmen		
6261	Swimming	6221	Football Junior Varsity/Varsity		
6301	Tennis Freshmen	6231	Golf		
6321	Tennis Junior Varsity	6251	Swimming		
6341	Tennis Varsity	6291	Tennis Freshmen		
6361	Soccer Varsity	6311	Tennis Junior Varsity		
6381	Soccer Junior Varsity	6331	Tennis Varsity		
6385	Soccer Freshmen	6351	Soccer Varsity		
6391	Cross Country	6371	Soccer Junior Varsity		
6421	Trainer	6375	Soccer Freshmen		
6431	Volleyball Freshmen	6395	Cross Country		
6441	Volleyball Junior Varsity	6411	Trainer		
6451	Volleyball Varsity	6461	Wrestling		
6471	Wrestling				

MILITARY SCIENCE (JROTC)

6501 Military Science I, 1 credit (state) **GPA Level 2**

Grade Level(s): 9-12 **Prerequisite(s):** 14 years old

Notes: $20 Fee. This course may satisfy Physical Education graduation requirements. This course requires the student to wear the JROTC uniform once per week. Advancements in rank are based on performance and leadership ability. These requirements apply to all JROTC course levels.

This course provides an introduction to leadership. Emphasis is placed on the primary role of the follower with additional emphasis on self-discipline, patriotism, and physical fitness. Classes in marksmanship, first aid, map reading, and introduction to effective teaching methods are included.

6511 Military Science II, 1 credit (state) **GPA Level 2**

Grade Level(s): 10-12 **Prerequisite(s):** Military Science I

Notes: $20 Fee. This course may satisfy Physical Education graduation requirements.

This course provides intermediate leadership development including practical exercises in developing leadership abilities. There will be a continuation of classes in marksmanship, first aid, and map reading. In addition, primary emphasis will be placed on developing the student's communication skills.

6521 Military Science III, 1 credit (state) **GPA Level 2**

Grade Level(s): 11-12 **Prerequisite(s):** Military Science II

Notes: $20 Fee. This course may satisfy Physical Education graduation requirements.

This course is the application of leadership development. The student continues to develop leadership abilities through case studies in leadership, examining individual and group behavior, influences of social and economic environment, and methods or techniques for developing teamwork. Psychology of leadership is also stressed.

6531 Military Science IV, 1 credit (state) **GPA Level 2**

Grade Level(s): 12 **Prerequisite(s):** Military Science III

Notes: $20 Fee. This course may satisfy Physical Education graduation requirements.

This course is the application of advanced leadership with emphasis on demonstrated ability to present and critique classroom material and to prepare lesson plans as an assistant instructor. Also, the ability to apply the problem solving/decision making process while performing command and staff functions will be emphasized.

6541 Military Science V – Command Staff, 1 credit (local) **GPA Level 2**

Grade Level(s): 12 **Prerequisite(s):** Military Science III or IV

Notes: $20 Fee. This course may satisfy Physical Education graduation requirements.

This course provides those Cadets selected for Command and Staff positions an opportunity to practice Management Analysis and Concepts through the study of People, Money, Time, Material, and Space as they relate to Leadership Variables and principles. It also prepares them to present Command level briefings using presentation software.

TECHNOLOGY APPLICATIONS GRADUATION REQUIREMENT

The following Career and Technical Education and Technology Application courses meet the required Technology Applications graduation requirement:

Course #	Course Name
2811	Computer Science I
2821	AP Computer Science A
2831	AP Computer Science AB (Not offered 2009-2010 and thereafter)
2841	Digital Graphics and Animation
2851	Desktop Publishing: Newspaper Production III
2861	Desktop Publishing: Yearbook III
2871	Web Mastering I
2875	Web Mastering II
7385	Business Computer/Game Programming
7391	Business Image Management and Multimedia
7401	Business Computer Information Systems I
7411	Business Computer Information Systems II
7921	Communications Graphics
7922 7923	Media Technology Course Sequence: • Introduction to Media Technology • Media Technology I
7210 7221	Audio/Video Production Course Sequence • Introduction to Audio/Video Production • Audio/Video Production I
7951	Computer Applications
7900 7910 7911 7920 7921 7922 7940	Project Lead The Way (PLTW) Course Sequence: • Introduction to Engineering Design, and • Any two of the following PLTW courses: o Principles of Engineering o Digital Electronics o Civil Engineering and Architecture o Aerospace Engineering o Computer Integrated Manufacturing o Engineering Design and Development
7991	Computer Multimedia and Animation Technology
7321	Microsoft Computer Applications Specialist I
7201	Digital and Interactive Multimedia
7241	Graphic Design and Illustration I
7260	Web Technologies
7410	Computer Maintenance

CAREER AND TECHNICAL EDUCATION (CTE) RESTRUCTURE

The State Board of Education has restructured the Career and Technical Education program. The curriculum has been updated to ensure that industry standards and demands for the new global economy are met. Many CTE course names have changed and new courses have been added. Clear Creek ISD's CTE program is organized into 14 Career Clusters.

Please use the following crosswalk chart to plan your future course selections.

Agriculture, Food, and Natural Resources			
COURSE BEING REPLACED	**NEW COURSE**	**CREDITS**	**GRADE LEVEL**
Intro to World Ag 1/2 credit, Applied Ag Science 1/2 credit	7000 Principles of Agriculture	1.00	9-12
NEW	7010 Small Animal Management	0.50	9-12
Wildlife and Recreation Mgmt 1/2 credit	7011 Wildlife Fisheries & Ecology Management	0.50	9-12
Plant and Animal Production 1/2 credit	7012 Livestock Production	0.50	10-12
Equine Science 1/2 credit	7013 Equine Science	0.50	10-12
Floral Design 1/2 credit Adv Floral Design 1/2 credit	7030 Principles & Elements of Floral Design	1.00	10-12
Intro to Horticulture Science 1/2 credit	7031 Horticulture Science	0.50	10-12
Landscape Design and Maintenance 1/2 credit	7032 Landscape Design & Turf Grass Management	0.50	10-12
NEW	7050 Energy & Natural Resources Technology	1.00	10-12
Ag Metal Fab 1/2 credit Intro to Ag Mechanics 1/2 credit	7070 Agricultural Mechanics & Metal Technologies	1.00	10-12
Ag Mech I and II 2 credits	7080 Agricultural Design & Fabrication	2.00	11-12
Intro to Vet Asst Technology 1/2 credit, Vet Medical Asst I 1 credit	7020 Veterinary Medical Applications	1.00	11-12
NEW	7060 Advanced Environmental Technology	1.00	11-12
NEW	7021 Advanced Animal Science	1.00	12
NEW	7040 Advanced Plant & Soil Science	1.00	12
NEW	7090 Practicum in Agriculture	2.00	12
Architecture and Construction			
COURSE BEING REPLACED	**NEW COURSE**	**CREDITS**	**GRADE LEVEL**
Interior Design 1/2 credit	7100 Interior Design	1.00	10-12
Architectural Graphics 1 credit	7110 Architectural Design	1.00	10-12
Construction Systems 1 credit Intro to Construction Careers 1 credit	7131 Construction Technology I	1.00	9-12
Architectural Construction 1 credit Construction Technology I 2 credits	7132 Construction Technology II	2.00	10-12
Construction Technology II 2 credits	7190 Practicum in Construction Management	2.00	11-12

Arts, AV Technology and Communication			
COURSE BEING REPLACED	**NEW COURSE**	**CREDITS**	**GRADE LEVEL**
Business Image Mgmt & Multimedia 1 credit	7201 Digital & Interactive Multimedia	1.00	9-12
Intro to Media Technology 1 credit	7210 Intro to Audio/Video Production	1.00	10-12
Media Technology I 2 credits	7221Audio/Video Production I	2.00	11-12
Media Technology II 2 credits	7222 Audio/Video Production II	2.00	12
NEW	7231 Animation I	1.00	10-12
NEW	7232 Animation II	2.00	11-12
Communication Graphics 1 credit Digital Graphics and Animation 1 credit	7241 Graphic Design & Illustration I	1.00	10-12
Tech Apps Ind Study (Graphics) 1 credit	7242 Graphic Design & Illustration II	2.00	11-12
Game Programming 1 credit	7250 Game Programming	1.00	11-12
Web Mastering 1 credit	7260 Web Technologies	1.00	10-12
Apparel 1/2 credit Textile and Apparel Design 1/2 credit	7240 Fashion Design	1.00	10-12
NEW	7200 Professional Communications	0.50	9-12
NEW	7299 Independent Study: Arts and Communications Technology	xx	11-12

Business Management & Administration			
COURSE BEING REPLACED	**NEW COURSE**	**CREDITS**	**GRADE LEVEL**
NEW	7300 Business, Marketing, & Finance	1.00	9-12
International Business 1 credit	7310 Global Business	0.50	10-12
Business Law 1/2 credit	7311 Business Law	0.50	10-12
Keyboarding 1/2 credit	7320 Keyboarding/Word Processing	0.50	9-12
BCIS I 1 credit	7321 Microsoft Comp Applications Specialist I	1.00	9-12
BCIS II 1 credit	7322 Microsoft Comp Applications Specialist II	1.00	10-12
Business Ed Career Prep I 2-3 credits	7391/7393Career Preparation I	2 or 3	11-12
Business Ed Career Prep II 2-3 credits	7392/7394Career Preparation II	2 or 3	12

Education & Training			
COURSE BEING REPLACED	**NEW COURSE**	**CREDITS**	**GRADE LEVEL**
NEW	7700 Introduction to Education & Training	0.50	9-11
Child Development 1/2 credit	7710 Child Development	0.50	10-12
Ready, Set, Teach I 2 credits	7711 Teacher Education Training I	2.00	11-12
Ready, Set, Teach II 2 credits	7712 Teacher Education Training II	2.00	12
Child Care and Guidance I (Trooper School, Little Friends) 2 credits	7721 Child Guidance I	2.00	11-12
Child Care and Guidance II (Trooper School, Little Friends) 2 credits	7722 Child Guidance II	2.00	12

Finance

COURSE BEING REPLACED	NEW COURSE	CREDITS	GRADE LEVEL
NEW	7300 Business, Marketing & Finance	1.00	9-11
NEW	7340 Dollars and Sense	0.50	10-12
Accounting I 1 credit	7341 Accounting I	1.00	10-12
Accounting II 1/2 credit	7342 Accounting II	1.00	11-12

Health Science

COURSE BEING REPLACED	NEW COURSE	CREDITS	GRADE LEVEL
Health Science Technology I 1 credit	7501 Health Science Technology I	1.00	9-12
Health Science Technology II 1 credit	7502 Health Science Technology II - Clinical Rotations	2.00	11-12
Health Science III - Nursing 2 credits	7503 Health Science - Certified Nursing Assistant	2.00	12
Clinical Nutrition 1/2 credit Nutrition and Food Science 1/2 credit	7500 Nutrition & Wellness	0.50	9-12
Medical Terminology 1/2 credit	7510 Medical Terminology	0.50	10-12
Health Science III - Pharmacy 2 credits	7504 Health Science - Pharmacy Technician	2.00	12
Anatomy and Physiology of Human Sys	7550 Anatomy & Physiology	1.00	11-12
Anatomy and Physiology of Human Sys	7551 Anatomy & Physiology ADV/GT	1.00	11-12
NEW	7520 World Health Research	1.00	11-12
NEW	7530 Pathophysiology	1.00	11-12
NEW	7599 Health Science Independent Study Mentorship	1.00	11-12

Hospitality & Tourism

COURSE BEING REPLACED	NEW COURSE	CREDITS	GRADE LEVEL
Intro to Culinary Arts	7600 Careers in Culinary Arts & Hospitality	0.50	9-12
Restaurant Management	7610 Restaurant/Culinary Management	0.50	9-12
Clinical Nutrition 1/2 credit Nutrition and Food Science 1/2 credit	7500 Nutrition & Wellness	0.50	9-12
Hospitality Services	7611 Hospitality Services I	2.00	11-12
Hospitality Services	7612 Hospitality Services II	2.00	12
Culinary Arts I 2 credits	7621 Culinary Arts I	2.00	11-12
Culinary Arts II 2 credits	7622 Culinary Arts II	2.00	12
NEW	7620 Food Science	1.00	11-12
Family & Consu Science Career Prep I	7391/7393Career Preparation I	2 or 3	11-12
Family & Consu Science Career Prep II	7392/7394 Career Preparation II	3 or 3	11-12

Human Services			
COURSE BEING REPLACED	**NEW COURSE**	**CREDITS**	**GRADE LEVEL**
NEW	7340 Dollars & Sense	0.50	10-12
Individual and Family Life 1/2 credit	7750 Life & Relationships	0.50	10-12
Child Development 1/2 credit	7710 Child Development	0.50	10-12
Introduction to Cosmetology	7760 Introduction to Cosmetology	0.50	9-10
Cosmetology I 3 credits	7761 Cosmetology I	3.00	11-12
Cosmetology II 3 credits	7762 Cosmetology II	3.00	12
Family & Consumer Science Career Prep I	7391/7393 Career Preparation I	3.00	11-12
Family & Consumer Science Career Prep II	7392/7394 Career Preparation II	3.00	11-12
Information Technology			
COURSE BEING REPLACED	**NEW COURSE**	**CREDITS**	**GRADE LEVEL**
Business Image Mgmt & Multimedia 1 credit	7201 Digital and Interactive Multimedia	1.00	9-12
BCIS I 1 credit	7321 Microsoft Computer Application Specialist I	1.00	9-12
NEW	7410 Computer Maintenance	1.00	10-12
NEW	7430 Telecommunications & Networking	2.00	11-12
NEW	7420 Computer Technician	2.00	11-12
NEW	7440 Research in IT Solutions	2.00	12
Computer Science I 1 credit	2811 Computer Science I	1.00	9-12
Computer Science A (AP/GT) 1 credit	2821 Computer Science A (AP/GT)	1.00	9-12
Independent Study: Technology Applications Computer Science 1 credit	2899 Computer Science Independent Study	1.00	10-12
Manufacturing			
COURSE BEING REPLACED	**NEW COURSE**	**CREDITS**	**GRADE LEVEL**
Intro to Precision Metal Manufacturing 1 credit	7150 Intro to Metal Manufacturing	1.00	10-12
Metal Technology I 2 credits	7151 Metal Manufacturing I	2.00	11-12
Metal Technology II 2 credits	7152 Metal Manufacturing II	2.00	12
Marketing			
COURSE BEING REPLACED	**NEW COURSE**	**CREDITS**	**GRADE LEVEL**
NEW	7300 Business, Marketing & Finance	1.00	9-12
NEW	7350 Sports & Entertainment Marketing	0.50	10-12
Advertising 1/2 credit	7360 Advertising & Sales Promotion	0.50	10-12
Fashion Marketing 1/2 credit	7370 Fashion Marketing	0.50	10-12
Entrepreneurship 1 credit	7380 Entrepreneurship	1.00	11-12
Marketing Dynamics 2-3 credits	7381/7383 Marketing Dynamics I	2 or 3	11-12
Marketing Management 2-3 credits	7382/7384 Marketing Dynamics II	2 or 3	12

Science, Technology, Engineering, and Math			
COURSE BEING REPLACED	**NEW COURSE**	**CREDITS**	**GRADE LEVEL**
Introduction to Engineering Design 1 credit	7900 Introduction to Engineering Design	1.00	9-12
Principles of Engineering 1 credit	7910 Principles of Engineering	1.00	10-12
Digital Electronics 1 credit	7911 Digital Electronics	1.00	10-12
Civil Engineering and Architecture 1 credit	7920 Civil Engineering and Architecture	1.00	11-12
Aerospace Engineering 1 credit	7921 Aerospace Engineering	1.00	11-12
Computer Integrated Manufacturing 1 credit	7922 Computer Integrated Manufacturing	1.00	11-12
Engineering Design and Problem Solving 1 credit	7930 Engineering Design and Problem Solving	1.00	11-12
Engineering Design and Development 1 credit	7940 Engineering Design and Development	1.00	11-12
Independent Study: Scientific Research & Design	7999 Independent Study: Scientific Research and Design	1.00	11-12
NEW	7950 Engineering Math	1.00	11-12
Scientific Research and Design: Forensics	7951 Forensic Science	1.00	11-12
NEW	7960 Biotechnical Engineering	1.00	11-12
NEW	7961/7962 Biotechnology	1 or 2	10-12
NEW	7963/7964 Advanced Biotechnology	1.00	11-12
NEW	7965 Scientific Research and Design in Biotechnology	1.00	11-12
NEW	7990 Practicum in Biotechnology	2.00	12
Transportation, Distribution, and Logistics			
COURSE BEING REPLACED	**NEW COURSE**	**CREDITS**	**GRADE LEVEL**
Introduction to Trans Service Careers 1 credit	7800 Introduction to Automotive Technology	0.50	9-12
Automotive Technology I 2 credits	7811 Automotive Technology I	2.00	10-12
Automotive Technology II 2 credits	7812 Automotive Technology II	2.00	11-12
NEW	7890 Automotive Technology Internship	2.00	12

Career and Technical Education (CTE) Specialty Programs

The following CTE specialty programs are located at only one campus in the district, however, they are district-wide programs and 11th and 12th graders from all high school campuses can apply to attend. Upon acceptance into the program, students can either travel to that campus for the periods the program is offered, or the student can apply for a transfer to become a student of that campus.

CTE Program	Location	Contact
Metal Manufacturing	Clear Creek High School	Shannon Herd sherd@ccisd.net
Information Technology (Computer Technician)	Clear Falls High School	Dana Morgan dmorgan@ccisd.net
Biotechnology	Clear Falls High School	Dana Morgan dmorgan@ccisd.net
Hospitality Services	Clear Lake High School	Darlene Snell dsnell@ccisd.net
Automotive Technology	Clear Springs High School	Kathleen Gandin kgandin@ccisd.net
Culinary Arts	Clear Springs High School	Kathleen Gandin kgandin@ccisd.net
Cosmetology	Clear View Education Center	Karen Sebung ksebung@ccisd.net
Health Science – Certified Nursing Assistant	Clear View Education Center	Karen Sebung ksebung@ccisd.net
Center for Agriculture Science and Engineering Internship (Longhorn Project)	NASA	Nancy Mallini nmallini@ccisd.net

Applications are available from your Counselor or Career Specialist.
Applications will be due at the time of course selection.

Courses are based on campus availability and enrollment.

AGRICULTURE, FOOD & NATURAL RESOURCES

7000 Principles of Agriculture, 1 credit (state) **GPA Level 2**
Grade Level(s): 9-11 **Prerequisite(s):** None
Notes: $10.00 Fee; $15.00 FFA dues recommended.

This introductory course prepares students for careers in agriculture, food, and natural resources. This course allows students to develop knowledge and skills regarding career opportunities in agriculture, specifically related to leadership, plant science, animal industry, food technology, and agriculture mechanics.

7010 Small Animal Management, 0.5 credit (state) **GPA Level 2**
Grade Level(s): 9-12 **Prerequisite(s):** Principles of Agriculture recommended
Notes: $10.00 Fee; $15.00 FFA dues recommended.

This course is designed to prepare students in the field of small animal management. It will provide students the skills regarding career opportunities, entry requirements, and industry expectations in veterinary careers. Students will develop knowledge and skills pertaining to animal ownership, industry hazards, current topics associated with animal rights/welfare, management and career opportunities. Small animals which may be included in the course of study are dogs, cats, and other small mammals, amphibians, reptiles, and birds.

7011 Wildlife Fisheries & Ecology Management, 0.5 credit (state) **GPA Level 2**
Grade Level(s): 9-12 **Prerequisite(s):** Principles of Agriculture recommended
Notes: $10.00 Fee, $15.00 FFA dues recommended, optional hunter education certification available.

This course serves as preparation for a career or studies in the wildlife, ecology, and natural resources industries. This course explores the importance of wildlife and recreation management to the environment and the agricultural industry. Students will learn the identification and management of game and non-game wildlife species, fish, and their habitats as well as their ecological needs.

7070 Agricultural Mechanics & Metal Technology, 1 credit (state) **GPA Level 2**
Grade Level(s): 10-12 **Prerequisite(s)**: Principles of Agriculture recommended
Notes: $30.00/per semester, $15.00 FFA membership dues recommended

Students will prepare for careers in agricultural power, structural, and technical systems. This course is designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, carpentry, and metal working through collaboration, innovation, and self-direction. Emphasis will be placed on welding and as students prepare for the industry recognized NCCER welding certification.

7080 Agricultural Design & Fabrication, 2 credits (state) **GPA Level 2**
Grade Level(s): 11-12 **Prerequisite(s):** Agricultural Mechanics & Metal Technology
Notes: $50.00/per semester Fee; $15.00 FFA dues recommended.

This course is a continuation of Agricultural Mechanics and Metal Technology. Students will learn how to apply appropriate technology to metal construction related to agricultural facilities design and fabrication. They will also gain further knowledge in the different types of power systems used in agricultural facilities. Career opportunities, entry requirements, and industry expectations in this field will be explored.

7012 Livestock Production, 0.5 credit (state) **GPA Level 2**
Grade Level(s): 10-12 **Prerequisite(s):** Principles of Agriculture recommended
Notes: $10.00 Fee; $15.00 FFA dues recommended.

Students will gain technical knowledge and skills to prepare for careers in the field of animal science and livestock management. Students will explore nutrition, reproduction, health, and management of livestock and poultry. This course will study such topics as: common livestock and poultry breeds; internal and external anatomies; evaluation of livestock; feeds and feeding techniques; breeding advancements; and management skills.

7013 Equine Science, 0.5 credit (state) **GPA Level 2**
Grade Level(s): 10-12 **Prerequisite(s):** Principles of Agriculture recommended
Notes: $10.00 Fee; $15.00 FFA dues recommended.

This course is designed to develop knowledge and skills pertaining to the nutrition, reproduction, health, and management of horses. Student will identify breeds, colors, and markings of horses, evaluate conformation and performance, develop feed rations, analyze internal and external anatomies, review basic grooming and health practices, and address training and handling practices.

7020 Veterinary Medical Applications, 1credit (state) **GPA Level 2**
Grade Level(s): 11-12 **Prerequisite(s):** Livestock Production, Small Animal
Notes: $20.00 Fee; $15.00 FFA dues recommended; Application Required. Management, or Equine Science

This course provides training in the veterinary assistant field. Students have the opportunity to develop technical skills in health, nutrition, examinations, diseases, sanitation, and regulatory programs of small and large animals through collaboration, innovation and self-direction. The course includes, but is not limited to animal handling and restraint, health and safety, surgical preparation, anatomy, physiology, medical terminology, infectious diseases, instrument and equipment identification, vaccine preparation and injections techniques, and veterinary office procedures. Students will begin preparation for the Veterinary Assistant-Level I exam.

7021 Advanced Animal Science, 1 credit (state) **GPA Level 2**
Grade Level(s): 11-12 **Prerequisite(s):** Veterinary Medical Applications, 3 Science credits
Notes: $20.00 Fee; $15.00 FFA dues recommended; Application required.
This course will satisfy Science graduation requirements.

This course is developed to prepare students for careers in the field of animal science. The students will learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. This course examines the correspondence of human, scientific, and technological aspects of animal science through field and laboratory experience.

7030 Principles & Elements of Floral Design, 1 credit (state) **GPA Level 2**
Grade Level(s) 10-12 **Prerequisite(s):** Principles of Agriculture recommended
Notes: $50.00/per semester Fee; $15.00 FFA dues recommended.
This course will satisfy Fine Art graduation requirements.

This course prepares students for careers in floral art and design. It is a laboratory-oriented course designed to provide students technical knowledge and skills related to horticultural systems, career opportunities, entry requirements, and industry expectations. This course is designed to develop students' ability to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of the management of floral enterprises.

7031 Horticulture Science, 0.5 credit (state) **GPA Level 2**
Grade Level(s) 10-12 **Prerequisite(s):** Principles of Agriculture recommended
Notes: $10.00 Fee; $15.00 FFA dues recommended.

This hands-on course prepares students to produce, process, and market horticulture plants used primarily for ornamental, recreational, and aesthetic purposes. The course also addresses topics and skills in establishing, maintaining, and managing horticultural enterprises.

7032 Landscape Design & Turf Grass Management, 0.5 credit (state) **GPA Level 2**
Grade Level(s): 10-12 **Prerequisite(s):** Principles & Elements of Floral Design or Horticulture Science
Notes: $10.00 Fee; $15.00 FFA dues recommended.

This course prepares students for careers in landscape design and turf grass management. It is a laboratory-oriented course will provide students technical knowledge and skills related to horticultural systems. Students will develop skills in the design, construction and maintenance of outdoor landscapes and structures for the beautification of homes, businesses, and recreation areas. Students will explore the use of trees, shrubs, and flowering plants and integrate this knowledge with landscape design principles.

7040 Advanced Plant & Soil Science, 1 credit (state) **GPA Level 2**
Grade Level(s): 11-12 **Prerequisite(s):** Horticulture Science, 3 Science credits
Notes: $20.00 Fee; $15.00 FFA dues recommended.
This course will satisfy Science graduation requirements.

This course provides a way of learning about the natural world. Students learn how plant and soil science has influenced a vast body of knowledge, that there are still applications to be discovered, and that plant and soil science is the basis for many other fields of science. Investigations, laboratory practices, and field exercises are used to develop an understanding of current plant and soil science. This course is designed to prepare students for careers in the food and fiber industry.

7050 Energy & Natural Resources Technology Management, 1 credit (state) **GPA Level 2**
Grade Level(s): 10-12 **Prerequisite(s):** Wildlife Fisheries & Ecology Management
Notes: $20.00 Fee; $15.00 FFA dues recommended.

This course is designed to prepare students for a career or studies in the field of energy and natural resources. Students will explore the importance of natural resources and the use of energy and alternative energy sources. Students will learn to decipher between renewable, non-renewable, and sustainable resources as well as the practices that are recommended for each.

7060 Advanced Environmental Technology, 1 credit (state) **GPA Level 2**
Grade Level(s): 11-12 **Prerequisite(s):** Energy & Natural Resources Technology
Notes: $20.00 Fee; $15.00 FFA dues recommended.

This course is designed to prepare students for careers in environmental service systems. Students will evaluate resources and green technologies which will provide environmental benefits. Instruction is designed to allow students to apply science and technology as related to environmental impacts caused by production agriculture.

7090 Practicum in Agriculture, 2 credits (state) **GPA Level 2**
Grade Level(s): 11-12 **Prerequisite(s):** Minimum of one Agriculture, Food, and Natural Resources course credit.
Notes: $10.00 Fee; $15.00 FFA dues recommended; Application Required.

The practicum course is a paid or unpaid internship experience for students participating in a coherent sequence of career and technical education courses in the Agriculture, Food, and Natural Resources cluster. The practicum is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorship, or laboratories. **Examples of these experiences include veterinarian technician internships, longhorn projects, and other opportunities at the Center for Agriculture Science and Engineering (CASE)**.

ARCHITECTURE AND CONSTRUCTION

7100 Interior Design, 1 credit (state) **GPA Level 2**
Grade Level(s): 10-12 **Prerequisite(s):** None

This course covers the concepts and skills needed to design interior environments of a home and/or business successfully. Students design rooms using skills in color combinations, furniture styles and arrangement, fabric selection, space planning, and surface coverings. Other topics in the course include the impact of technology on interiors, the acquisition of professional services, and career choices.

7110 Architectural Design, 1 credit (state) **GPA Level 2**
Grade Level(s): 10-12 **Prerequisite(s):** None
Notes: None

In this computer-aided drafting course, students will be instructed in principles of residential design, architectural styles, and construction practices. Activities focus on production of drawings, renderings, and scaled models for commercial or residential architectural purposes. Students gain knowledge and skills specific to those needed to enter a career in architecture, construction, drafting, and interior design, and landscape architecture.

7131 Construction Technology I, 1 credit (state) **GPA Level 2**
Grade Level(s): 10-12 **Prerequisite(s):** None
Notes: $30 Fee

In Construction Technology, students gain knowledge and skills needed to enter the workforce as carpenters, electricians, plumbers, or building maintenance supervisors. The student can also prepare for postsecondary degree construction management, architecture, or engineering. Students will acquire skills in safety, tool usage, building materials, building codes, and home building.

7132 Construction Technology II, 2 credits (state) **GPA Level 2**
Grade Level(s): 11-12 **Prerequisite(s):** Construction Technology I
Notes: $30 Fee; Application Required.

This course is a continuation of Construction Technology I. Students work on structures using the appropriate tools, equipment, machines, materials, and technical processes. Students will also learn how to perform basic maintenance on selected construction equipment and machines.

7190 Practicum in Construction Management, 2 credits (state) **GPA Level 2**
Grade Level(s): 12 **Prerequisite(s):** Construction Technology II
Notes: $30 Fee; Application Required.

This is an occupationally specific course designed to provide classroom technical instruction or on–the-job training. Students gain advanced knowledge and skills specific to enter the workforce and/or prepare for a postsecondary degree in construction management, architecture, or engineering.

ARTS, A/V TECHNOLOGY AND COMMUNICATION

7200 Professional Communications, 0.5 credit (state) **GPA Level 2**
Grade Level(s): 9-12 **Prerequisite(s):** None
This course will satisfy Speech graduation requirements.

Professional Communications blends written, oral, and graphic communication in a career-based environment. Careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. Within this context, students will develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research.

7201 Digital & Interactive Multimedia, 1 credit (state) **GPA Level 2**
Grade Level(s): 9-12 **Prerequisite(s):** None
Notes: $15.00 Fee.
This course will satisfy Technology Applications graduation requirements.

This is an introductory course into the world of multimedia. Students will be introduced to several multimedia applications, including image editing (Photoshop), animation (Flash), web design (Dreamweaver), video production (MovieMaker & Premier), and desktop publishing (InDesign). This class is designed to create an interest in upper level courses. This is a recommended pre-requisite for the Information Technology and Arts, A/V Technology and Communication career cluster courses.

7210 Introduction to Audio/Video Production, 1 credit (state) **GPA Level 2**

Grade Level(s): 10-12 **Prerequisite(s):** Digital & Interactive Multimedia Recommended

Notes: $20.00 Fee.

This course introduces the student to all phases of the television field and studio production including concept development, scripting, preproduction, camera work, editing, sound mixing, and postproduction. Emphasis will be on the various technologies associated with video production. Students will be provided with an overview of the media industry and will learn the basic create, edit, and render skills needed to design and produce multimedia presentations that use video and audio resources.

7221 Audio/Video Production I, 2 credits (state) **GPA Level 2**

Grade Level(s): 11-12 **Prerequisite(s):** Introduction to Audio/Video Production

Notes: $20.00 Fee. Enrollment limited/Application required.
This course will satisfy Technology Applications graduation requirements.

This course is a continuation of Introduction to Audio/Video Production and is designed to provide job-specific training and certification preparation for entry-level employment in movie, video, audio, radio and television production careers. Instruction includes operation of different types of cameras, mastery of audio techniques, electronic editing, creation of television graphics, lighting, script writing, direction, production, special effects, signal control and monitoring equipment, and set design. Editing will be performed in industry standard editing platform – Final Cut Pro. Students will participate in the production of a campus broadcast and will have the opportunity to gain industry certification while still in high school.

7222 Audio/Video Production II, 2 credits (state) **GPA Level 2**

Grade Level(s): 12 **Prerequisite(s):** Audio/Video Production I

Notes: $20.00 Fee; Enrollment limited/Application required.

This course is a continuation of Audio/Video Production I. Students will develop an advanced understanding of the industry and industry roles. Students will serve as mentors to students in the Introduction to Audio/Video Production and Audio and Video Production I courses. They will act in leadership roles to guide the pre-production, production, and post-production of audio and video activities. Students will participate in the production of a campus broadcast and will have the opportunity to gain industry certification while still in high school.

7231 Animation I, 1 credit (state) **GPA Level 2**

Grade Level(s): 10-12 **Prerequisite(s):** Digital & Interactive Multimedia or Graphic Design and Illustration

Notes: $10 Fee.

This course will provide instruction in 2-D and 3-D animation principles as well as story development, background design, scenic layout and special effects. Students will work with program specific software such as Adobe Photoshop, Adobe After Effects, and 3ds Max. Students will learn modeling, animation, and rendering techniques. They will generate realistic characters, seamless CG effects, and top-quality film and television content.

7232 Animation II, 2 credits (state) **GPA Level 2**

Grade Level(s): 12 **Prerequisite(s):** Animation I

Notes: $10 Fee.

This course is a continuation of Animation I. Students will develop advanced skills found in the multimedia/animation industry through a project-based curriculum. Projects will include both 2-D and 3-D animation, video-production, character and story development and sound editing. Students will develop a portfolio of the year's work. They will have the opportunity to prepare for the industry-recognized Adobe Certified Associate Certification.

7250 Game Programming, 1 credit (state) **GPA Level 2**

Grade Level(s): 11-12 **Prerequisite(s):** Web Technologies or Graphic Design & Illustration I, or Digital and Interactive Multimedia

Notes: $10.00 Fee

Students will apply technical skills to address the emerging game industry. Students will develop a foundation in a game programming language and study the technical, economical, financial, international, social, and ethical aspects of the gaming industry and the aspects to become competent consumers, employees, and entrepreneurs. Students will learn various standard programming languages used in game development.

7241 Graphic Design & Illustration I, 1 credit (state) **GPA Level 2**

Grade Level(s): 10-12 **Prerequisite(s):** None

Notes: $30.00 Fee

This course will satisfy Technology Applications graduation requirements.

This course provides an introduction to graphic design with a focus on the fundamental elements and principles of visual art and design. Students will develop the basic design and technical skills needed to be successful in the visual/digital world. They will use industry standard hardware and software to produce an individual portfolio of real world projects. Students will be exposed to the use of digital cameras, scanners, printers, and various graphic file formats. They will have the opportunity to prepare for the industry-recognized Adobe Certified Associate Certification.

7242 Graphic Design & Illustration II, 2 credits (state) **GPA Level 2**

Grade Level(s): 11-12 **Prerequisite(s):** Graphic Design & Illustration I

Notes: $30.00 Fee

Students will expand upon their introductory skills from Graphic Design and Illustration I. They will develop mock professional projects to further expand their portfolio of self-generated images. They will demonstrate proficient visual layout skills using industry standard software representing a variety of various visual styles. Students will have the opportunity to participate in graphic design competitions at the discretion of the instructor. This course prepares students for potential certification options.

7260 Web Technologies, 1 credit (state) **GPA Level 2**

Grade Level(s): 10-12 **Prerequisite(s):** Digital & Interactive Multimedia recommended

Notes: $10.00 Fee

This course will satisfy Technology Applications graduation requirements.

The internet has changed the world dramatically and has impacted the world of business, entertainment, science, politics and much more. Web designers are responsible for creating the look and feel of the Internet. This course includes a study of web design and the creation, management, and publication of fully developed websites. Students will learn how to create web content pages and sites in HTML and with web authoring software. The student will walk out of this class empowered to create web pages for clients as well as themselves. They will have the opportunity to prepare for the industry-recognized Adobe Certified Associate Certification.

7299 Independent Study: Arts and Communications Technology, 1 credit (state) **GPA Level 2**

Grade Level(s): 11-12 **Prerequisite(s):** Web Technologies I or Graphic Design and Illustration I

Notes: $10.00 Fee

This independent study course allows students to continue their studies in either Graphic Design and Illustration or Web Technologies. Students will demonstrate the ability to use a variety of resources, advanced technology, and communication skills in the development and presentation of a project.

7240 Fashion Design, 1 credit (state) **GPA Level 2**

Grade Level(s): 10-12 **Prerequisite(s):** None

Notes: $30.00 Fee

This course is designed for students who have an interest in the field of fashion design, production, and merchandising of apparel and textiles. This class is divided into classroom instruction as well as laboratory experiences in which individual projects are created using professional design principles. Experiences will include garment construction, fitting, and alterations. The students will also explore careers in fashion that span all aspects of the textile and apparel industries.

BUSINESS MANAGEMENT & ADMINISTRATION

7300 Business, Marketing & Finance, 1 credit (state) **GPA Level 2**
Grade Level(s): 9-12 **Prerequisite(s):** None

In this course students gain knowledge and skills in economies and private enterprise systems, the impact of global business, marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems and settings in business, marketing, and finance.

7310 Global Business, 0.5 credit (state) **GPA Level 2**
Grade Level(s): 10-12 **Prerequisite(s):** Business, Marketing & Finance recommended

This course examines selected topics in formulating business strategies in a global setting. Students will be provided the opportunity to study the position of the United States in global trade, cultural differences, and explanations of foreign exchange rates. The course will also examine planning, organizational structure, finance, marketing, and foreign governmental practices. The students will also participate in leadership and career development activities.

7311 Business Law, 0.5 credit (state) **GPA Level 2**
Grade Level(s): 10-12 **Prerequisite(s):** Business, Marketing & Finance recommended

This course uses current events, discussion/debate, and a mock trial to provide students the opportunity to understand and participate in issues that shape our society, government, and business structure. Students develop a foundation in criminal and civil law, real and personal property, contract law, and the relationship between societal values, ethics and the law. Students analyze the social responsibility of business and industry relating to the environment, business ethics, health, safety, and diversity in society and the workplace. The course culminates with the students participating in a mock trial. All courtroom roles (attorneys, judge, bailiff, plaintiff, defendant, witnesses, and jury) will be voted on, and filled, by students in the course.

7320 Keyboarding/Word Processing, 0.5 credit (state) **GPA Level 2**
Grade Level(s): 9-12 **Prerequisite(s):** None
Notes: $10.00 Fee.

This course will help students develop typing speed and accuracy through the use of proper keyboarding techniques and practice. Students will learn how to properly format documents for both personal and business use and will learn advanced skills in Microsoft Word including setting margins, tabs, hyphenation and indents, adjust line and character spacing, auto format, align and control text flow, spelling and grammar check, creating templates and more.

7321 Microsoft Computer Application Specialist I, 1 credit (state) **GPA Level 2**
Grade Level(s): 9-12 **Prerequisite(s):** Keyboarding/Word Processing recommended
Notes: $15.00 Fee.
This course will satisfy Technology Applications graduation requirements.

This course develops technology skills with applications to personal, college, or business situations. Students will learn computer applications in the Microsoft Office Suite - Word, Excel, PowerPoint, Publisher, and Access. Skills are developed at an intermediate level and students will have the opportunity to prepare for the industry recognized Microsoft Certified Application Specialist (MCAS) credential. This industry certification provides the foundation needed for higher education courses and entry into the business world.

7322 Microsoft Computer Application Specialist II, 1 credit (state) **GPA Level 2**
Grade Level(s): 10-12 **Prerequisite(s):** Microsoft Computer Application Specialist I
Notes: $15.00 Fee.

This course is a continuation of Microsoft Computer Application Specialist I. It provides students with the opportunity to learn the advanced technology skills required in the work place. Students will develop expert level knowledge of Microsoft Office applications and how to seamlessly integrate these skills in various real-world projects. Students will train and prepare for the industry recognized Microsoft Certified Application Specialist (MCAS) credential. This industry certification provides the foundation needed for higher education courses and entry into the business world.

7391/7393 Career Preparation I, 2-3 credits (state) **GPA Level 2**

Grade Level(s): 11-12 **Prerequisite(s):** Microsoft Computer Application Specialist I recommended

Notes: Must be 16 years old; Application Required. Parent/guardian approval and good attendance record needed.

Career Preparation I provides opportunities for students to participate in a learning experience that combines classroom instruction with paid business and industry employment experiences. Students are taught employability skills as a group; however, each student will have an individual training plan which will address his/her job specific knowledge and skills. In addition, students are taught job interview techniques, communication skills, financial and budget activities, human relations and resume portfolio development. Students are required to work 10 hours per week for 2 credits or 15 hours per week for 3 credits. Transportation to and from the training station is the responsibility of the student. **Daily attendance and reliable transportation are mandatory.** Students must be in an approved training station for continuation in course.

7392/7394 Career Preparation II, 2-3 credits (state) **GPA Level 2**

Grade Level(s): 11-12 **Prerequisite(s):** Career Preparation I

Notes: Must be 16 years old; Application Required. Parent/guardian approval and good attendance record needed.

This course extends and enhances the content of Career Preparation I. It provides students with continued opportunities to enhance acquired knowledge and skills to thrive in the world of work through a combination of classroom instruction and an approved paid business and industry employment experience in the student's chosen pathway. Students are required to work 10 hours per week for 2 credits or 15 hours per week for 3 credits. Transportation to and from the training station is the responsibility of the student. **Daily attendance and reliable transportation are mandatory.** Students must be in an approved training station for continuation in course.

EDUCATION AND TRAINING

7700 Introduction to Education & Training, 0.5 credit (state) **GPA Level 2**

Grade Level(s): 9-11 **Prerequisite(s):** None

Notes: $10.00 Fee.

Introduction to Education and Training is designed to introduce learners to the various career opportunities available within the education and training career cluster. This course will serve as a foundation for students interested in teaching fields ranging from preschool to high school age. Students will explore the various roles and responsibilities and describe typical personal characteristics, qualities, and aptitudes of education professionals. Students will also investigate post-secondary education alternatives and create an education and training degree plan for their chosen occupation area.

7710 Child Development, 0.5 credit (state) **GPA Level 2**

Grade Level(s): 10-12 **Prerequisite(s):** Introduction to Education & Training recommended

Notes: $10.00 Fee.

This course is designed to study human growth and development from newborns through school-age children. Emphasis will be on current trends and studies in child behaviors, guidance and child care for optimal family management. Students will analyze these topics to promote the well-being and healthy development of children. Laboratory experiences will be included.

7711 Teacher Education Training I, 2 credits (state) **GPA Level 2**

Grade Level(s): 11-12 **Prerequisite(s):** Introduction to Education & Training or Child Development recommended

Notes: $20.00 Fee; Application Required.

This course allows an opportunity for a field-based internship that provides students with knowledge of child and adolescent development as well as principles of effective teaching practices. Students work under the joint direction of their classroom teacher and a mentoring teacher of their choice. Students will plan instructional activities and lessons as well as understand the responsibilities of teachers and all careers related to the education field.

7712 Teacher Education Training II, 2 credits (state) **GPA Level 2**
Grade Level(s): 12 **Prerequisite(s):** Teacher Education Training I
Notes: $20.00 Fee; Application Required.

This course is designed for the student who demonstrated success in Teacher Education Training I. Students will be more intensely immersed in the educational process by job-shadowing their mentoring teacher in all aspects of the teaching profession. All careers in education will be explored in depth.

7721 Child Guidance I, 2 credits (state) **GPA Level 2**
Grade Level(s): 11-12 **Prerequisite(s):** Introduction to Education & Training or
Notes: $20.00 Fee; Application Required. Child Development recommended

This on-site laboratory includes hands-on experiences in a preschool classroom. High school students become student teachers of young children. Students prepare by analyzing the developmental theories of young children and exhibit principles of effective teaching. Students plan age appropriate activities, design, prepare, and teach lessons. They will also create bulletin boards prepare nutritious snacks, and practice positive guidance techniques. Other topics studied include procedures and state guidelines of a preschool classroom, management of a center, and employment opportunities.

7722 Child Guidance II, 2 credits (state) **GPA Level 2**
Grade Level(s): 12 **Prerequisite(s):** Child Guidance I
Notes: $20.00 Fee; Application Required.

This course is designed for the student who demonstrated success in Child Guidance I. Experienced students mentor Child Guidance I students and serve as a role model for class expectations. Students will continue an in-depth study of early childhood education in preparation for a career in the teaching field.

FINANCE

7300 Business, Marketing & Finance, 1 credit (state) **GPA Level 2**
Grade Level(s): 9-12 **Prerequisite(s):** None

In this course, students gain knowledge and skills in economies and private enterprise systems, the impact of global business, marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems and settings in business, marketing, and finance.

7340 Dollars and Sense, 0.5 credit (state) **GPA Level 2**
Grade Level(s): 9-12 **Prerequisite(s):** None

This course will teach students about money concepts and how to avoid excessive debt. It will help students become educated consumers and responsible young adults. It covers basic financial skills and problem solving techniques needed as students take their roles as consumers in American society. The course will also focuse on individual practices and responsibilities regarding money management and how to set and achieve financial goals.

7341 Accounting I, 1 credit (state) **GPA Level 2**
Grade Level(s): 10-12 **Prerequisite(s):** Business, Marketing & Finance
Notes: $10.00 Fee. recommended

A basic understanding of Accounting is essential to anyone interested in pursuing a career in business, marketing, management, or finance. Students will learn manual and automated accounting concepts, principles, and procedures.
Students formulate and interpret financial information for use in management decision making. They will learn how to understand financial records, accounting equations, and the basic steps of the accounting cycle. This course is highly recommended for students interested in Entrepreneurship and for all college bound students pursuing a Business or Marketing degree.

7342 Accounting II, 1 credit (state) **GPA Level 2**
Grade Level(s): 11-12 **Prerequisite(s):** Accounting I
Notes: $10.00 Fee.

This course is a continuation of Accounting I. Students will build on their knowledge of accounting and strengthen their skills by studying a merchandising business. The students will use simulations and computer software to enhance their knowledge. This course is highly recommended for students interested in Entrepreneurship and for all college bound students pursuing a Business, Marketing or Finance degree.

HEALTH SCIENCE

7501 Health Science Technology I, 1 credit (state) **GPA Level 2**
Grade Level(s): 9-12 **Prerequisite(s):** None
Notes: $30.00 Fee.
This course will satisfy Health graduation requirements.

Health Science I is designed to develop health care specific knowledge and skills in effective communications, ethical and legal responsibilities, client care, safety, first aid, and CPR. This course prepares the student for the transition to clinical or work-based experiences in health care.

7502 Health Science Technology II – Clinical Rotations, 2 credits (state) **GPA Level 2**
Grade Level(s): 11-12 **Prerequisite(s):** Health Science I
Notes: $30.00 Fee; Background checks are required for clinical facilities; Application Required.

Health Science II is designed to provide for the development of multi-occupational knowledge and skills related to a wide variety of health careers. Students will have hands-on experiences for continued knowledge and skill development. Students will intern in a local hospital and shadow medical personnel in a variety of hospital departments. These range from Physical Therapy, Radiology, Nursing Care, Pharmacy and Emergency Room, to Surgery, ICU, Medical Records, Lab and others.

7510 Medical Terminology, 0.5 credit (state) **GPA Level 2**
Grade Level(s): 10-12 **Prerequisite(s):** Health Science I recommended

Medical Terminology will help students develop a working knowledge of the language of medicine. Students acquire word-building skills by learning prefixes, suffixes, roots, and abbreviations. By relating terms to body systems, students identify proper use of words in the medical environment. Knowledge of medical terminology enhances the student's ability to successfully secure employment or pursue advanced education in health care.

7500 Nutrition and Wellness, 0.5 credit (state) **GPA Level 2**
Grade Level(s): 9-12 **Prerequisite(s):** None
Notes: $15.00 Fee.

This laboratory course concentrates on nutrition, food choices, and food management skills that may be applied to individual life and/or careers related to hospitality and tourism, education and training, human services and health sciences. Instruction addresses dietary needs, safety and sanitation procedures, preparation skills applied in a laboratory setting, and career options.

7503 Health Science – Certified Nursing Assistant, 2 credits (state) **GPA Level 2**
Grade Level(s): 12 **Prerequisite(s):** Health Science I recommended
Notes: $20.00 Fee; Application Required.

This course is an occupationally specific course designed to provide knowledge and skills for certification as a Nursing Assistant in the state of Texas. Students develop advanced clinical skills necessary for employment in the health care industry. This course culminates in a certification as a Certified Nursing Assistant (C.N.A.)

7504 Health Science – Pharmacy Technician, 2 credits (state) **GPA Level 2**
Grade Level(s): 12 **Prerequisite(s):** Health Science I recommended
Notes: Fingerprinting fee ($45.00) is required at the beginning of the school year; Application required.

This course is an occupationally specific course designed to provide the knowledge and skills for certification as a Pharmacy Technician and leads to further education needed to work in the pharmacy industry. Students also develop advanced clinical skills necessary for employment in the health care industry. This course culminates with certification as a Pharmacy Technician. *The certification exam is offered by the Pharmacy Technician Certification Board and the current fee for testing is $125.00 (price subject to change per PTCB).*

7550 Anatomy and Physiology of Human Systems, 1 credit (state) **GPA Level 2**
Grade Level(s): 11-12 **Prerequisite(s):** Biology; Chemistry
Notes: None
This course will satisfy Science graduation requirements.

This course offers students in-depth study in human life science processes and structures. Laboratory and computer-assisted dissections and study of related animal body parts facilitate understanding and knowledge necessary for careers in medical and health-related fields. Students will explore causes and effects of certain diseases, malfunctioning of organs and systems, as well as environmental factors. Studies will include information about current emerging technological advances in science and medicine.

7551 Anatomy and Physiology of Human Systems (Adv Acad/GT), 1 credit (state) **GPA Level 1**
Grade Level(s): 11–12 **Prerequisite(s):** Biology; Chemistry
Notes: None
This course will satisfy Science graduation requirements.

Anatomy and Physiology (Adv Acad/GT) offers a more advanced level of experiences for students planning to enter the medical profession. Students will conduct laboratory investigations using appropriate scientific tools and procedures. Topics will be presented through an integration of biology, chemistry, and physics. Students will study in detail the structures and functions of the human body and body systems and will investigate the body's responses to forces, maintenance of homeostasis, electrical interactions, transport systems, and energy systems. Extensive labs, including formal write-ups, are required. Animal dissection is a required part of the curriculum of this course.

7520 World Health Research, 1 credit (state) **GPA Level 2**
Grade Level(s): 11-12 **Prerequisite(s):** Health Science I recommended

This course examines major world health problems and emerging technologies as solutions to these medical concerns. Students will explore and discuss current major human health problems in developing and developed countries in the world by identifying the challenges in global health, contrasting health problems, and investigating the pathophysiology of the leading causes of death. Students will apply research principles to create projects to address global health problems.

7530 Pathophysiology, 1 credit (state) **GPA Level 2**
Grade Level(s): 11-12 **Prerequisite(s):** 3 Science credits
Notes: TBA.
This course will satisfy Science graduation requirements.

This course studies disease processes and how human systems are affected. Emphasis is placed on prevention and treatment of diseases. The course begins with the basics of cellular biology, cancer, the infection process, and the immune system. A focus on specific body systems and common disorders will be covered. Students will differentiate between normal and abnormal physiology. The course will include at least 40% laboratory investigation and fieldwork using appropriate scientific inquiry.

7599 Independent Study Mentorship: Health Science, 0.5 to 1 credit (state) **GPA Level 1**
Grade Level(s): 11-12 **Prerequisite(s):** Health Science I recommended
Notes: Application required. Mentorship site may require background check and associated fees.

Health Science Independent Study Mentorship is a course designed for the student ready to study a profession in the medical/health care industry. With the mentor and the teacher-facilitator, each student will create a unique plan of study and receive individual instruction. Students leave the high school campus and go to the mentor's place of business to study with professionals. ISM is a one-semester class, but may be taken twice for Advanced Academic credit. Students in this course must perform at a collegiate or professional level. *Students must provide their own transportation to clinical sites.*

Students must:
1. Complete an in-depth study in an area of interest.
2. Document three to five hours of work each week.
3. Submit weekly logs of documentation.
4. Meet with a mentor on a regular basis.
5. Present a final project.
6. Follow all school policies and represent Clear Creek Independent School District in a respectful and professional manner.

HOSPITALITY & TOURISM

7600 Careers in Culinary Arts and Hospitality, 0.5 credit (state) **GPA Level 2**
Grade Level(s): 9-12 **Prerequisite(s):** None

Students enrolled in this class will explore and develop personal, technical, and social skills that are necessary to have a successful career in the industries of lodging, restaurants, travel and tourism, and resorts. Job safety, customer service, roles within various departments, and career opportunities are just a few of the topics covered. This course is recommended when pursuing the Hospitality Services or Culinary Arts programs.

7500 Nutrition and Wellness, 0.5 credit (state) **GPA Level 2**
Grade Level(s): 9-12 **Prerequisite(s):** None
Notes: $15.00 Fee.

This laboratory course concentrates on nutrition, food choices, and food management skills that may be applied to individual life and/or careers related to hospitality and tourism, education and training, human services and health sciences. Instruction addresses dietary needs, safety and sanitation procedures, preparation skills applied in a laboratory setting, and career options.

7620 Food Science, 1 credit (state) **GPA Level 2**
Grade Level(s): 11-12 **Prerequisite(s):** 3 Science credits
Notes: $20.00 Fee.
This course will satisfy Science graduation requirements.

This class explores the nature and improvement of foods for consumers. Students study nutrition and wellness, food technology, world food supply, diet-related disorders, chemical and physical changes that affect food product quality, technologies used in food processing, and food safety. Investigation of the properties of food and how it affects the human body will also be covered.

7610 Restaurant/Culinary Management, 0.5 credit (state) **GPA Level 2**
Grade Level(s): 9-12 **Prerequisite(s):** None

This course will provide students with insight into the operations of a well-run restaurant including "front and back of house" operations. Students will learn the responsibilities of a restaurant manager, including the principles of planning, organizing, staffing, directing, and controlling a variety of food service operations. This course is recommended when pursuing the Culinary Arts or Hospitality Services programs.

7621 Culinary Arts I, 2 credits (state) **GPA Level 2**

Grade Level(s): 11-12 **Prerequisite(s):** Restaurant Management and/or Careers in Culinary Arts and Hospitality recommended

Notes: $20.00 Fee; Application required.

Culinary Arts I is part of a two-year course sequence designed to provide job specific training opportunities in the food service and hospitality industries. The course will concentrate on skills and attributes needed to fill entry level culinary and food service positions. Instruction includes training in the fundamentals of basic food production, nutrition and sanitation, and management and services. Students will receive instruction on safety and sanitation and will be given the opportunity to take the ServSafe Certification Exam.

7622 Culinary Arts II, 2 credits (state) **GPA Level 2**

Grade Level(s): 12 **Prerequisite(s):** Culinary Arts I

Notes: $20.00 Fee; Application required; Students are responsible for cost of chef coat/pants.

This course provides training to prepare students who are interested in pursuing a career in culinary arts or related fields. Students will develop food preparation skills in a variety of areas related to the culinary arts. These include sauces, soups/stocks, sautéing and frying, garnishing, grilling, pastries and deserts, and breads. Professional skills related to employability, customer service and the dining experience will be reinforced and practiced. Other content areas of the program include equipment and technology, culinary nutrition, creating menus, recipe conversion, cost control techniques, and plating and presentation of food.

7611 Hospitality Services I, 2 credits (state) **GPA Level 2**

Grade Level(s): 11-12 **Prerequisite(s):** Careers in Culinary Arts and Hospitality recommended

Notes: $20.00 Lab Fee. Application required.

Students will have the unique opportunity to gain knowledge and skills needed to effectively work in the hospitality industry. While rotating through the departments at a local hotel, students will be exposed to various careers as they perform appropriate work roles in each department. Students will also be exposed to the various aspects of lodging, sales and marketing, human resources, accounting, food and beverage, security, engineering, and career opportunities.

7612 Hospitality Services II, 2 credits (state) **GPA Level 2**

Grade Level(s): 12 **Prerequisite(s):** Hospitality Services I

Notes: $20.00 Lab Fee; Application required.

This course is a continuation of Hospitality Services I. In this advanced level course, students will continue to gain knowledge and skills needed to effectively work in the hospitality industry. Further training at a local hotel will focus on preparing students for employability, career options, and post-secondary education.

7391/7393 Career Preparation I, 2-3 credits (state) **GPA Level 2**

Grade Level(s): 11-12 **Prerequisite(s):** Microsoft Computer Application Specialist I recommended

Notes: Must be 16 years old; Application Required.
Parent/guardian approval and good attendance record needed.

Career Preparation I provides opportunities for students to participate in a learning experience that combines classroom instruction with paid business and industry employment experiences. Students are taught employability skills as a group; however, each student will have an individual training plan which will address his/her job specific knowledge and skills. In addition, students are taught job interview techniques, communication skills, financial and budget activities, human relations and resume portfolio development. Students are required to work 10 hours per week for 2 credits or 15 hours per week for 3 credits. Transportation to and from the training station is the responsibility of the student. **Daily attendance and reliable transportation are mandatory.** Students must be in an approved training station for continuation in course.

7392/7394 Career Preparation II, 2-3 credits (state) **GPA Level 2**
Grade Level(s): 11-12 **Prerequisite(s):** Career Preparation I
Notes: Must be 16 years old; Application Required.
Parent/guardian approval and good attendance record needed.

This course extends and enhances the content of Career Preparation I. It provides students with continued opportunities to enhance acquired knowledge and skills to thrive in the world of work through a combination of classroom instruction and an approved paid business and industry employment experience in the student's chosen pathway. Students are required to work 10 hours per week for 2 credits or 15 hours per week for 3 credits. Transportation to and from the training station is the responsibility of the student. **Daily attendance and reliable transportation are mandatory.** Students must be in an approved training station for continuation in course.

HUMAN SERVICES

7340 Dollars and Sense, 0.5 credit (state) **GPA Level 2**
Grade Level(s): 9-12 **Prerequisite(s):** None

This course will teach students about money concepts and how to avoid excessive debt. It will help students become educated consumers and responsible young adults. It covers basic financial skills and problem solving techniques needed as students take their roles as consumers in American society. The course will also focuses on individual practices and responsibilities regarding money management and how to set and achieve financial goals.

7750 Life & Relationships, 0.5 credit (state) **GPA Level 2**
Grade Level(s): 10-12 **Prerequisite(s):** None

This course prepares the student for life in the real world. Students will examine how the relationships between individuals and family will affect quality of life. Topics include self-discovery, dating and marriage; career preparation, independent living, and how to deal with personal and family crisis. Careers related to counseling and mental health services will be explored.

7710 Child Development, 0.5 credit (state) **GPA Level 2**
Grade Level(s): 10-12 **Prerequisite(s):** Introduction to Education & Training recommended
Notes: $10.00 Fee.

This course is designed to study human growth and development from newborns through school-age children. Emphasis will be on current trends and studies in child behaviors, guidance and child care for optimal family management. Students will analyze these topics to promote the well-being and healthy development of children. Laboratory experiences will be included.

7760 Introduction to Cosmetology, 0.5 credit (state) **GPA Level 2**
Grade Level(s): 10 **Prerequisite(s):** None
Notes: None.

Students will explore the areas of product knowledge, professional development, effective communication, bacteriology, sanitation and sterilization, hair structure and growth, skin structure, nail structure and growth, and nail diseases and disorders. To prepare for success, students must have skills relative to this industry, as well as academic knowledge and skills.

7761 Cosmetology I, 3 credits (state) **GPA Level 2**
Grade Level(s): 11-12 **Prerequisite(s):** None
Notes: Application Required. Texas Department of Licensing & Regulation (TDLR) Registration fee ($25.00 money order or credit card payment only), 3 passport photos, $25.00 for uniform shirt, $150.00 for Cosmetology Kit.

The cosmetology program is a two year sequence of courses designed to provide job-specific training that will prepare the student to become a licensed cosmetologist. This first year course consists of orientation to cosmetology, fundamentals of cosmetology, chemical reformation and related theory, artistry of hair, and manicures. *Students will be required to spend extra hours in the cosmetology lab in order to meet the 500 clock hours required to move to Cosmetology II.*

7762 Cosmetology II, 3 credits (state) **GPA Level 2**
Grade Level(s): 12 **Prerequisite(s):** Cosmetology I
Notes: Application Required. $25.00 for uniform shirt, complete kit from Cosmetology I, additional supplies as needed.

This course includes advanced cosmetology instruction. The students practice advanced hair design, principles and applications of hair coloring techniques, advanced haircutting and related theory, learn about salon development, and prepare for the Texas Department of Licensing & Regulation (TDLR) exam. Students will gain real world experience by practicing their skills on clients. This program meets all of the Texas Department of Licensing & Regulation requirements for licensure upon passing the state exam**.** *Students will be required to spend extra hours in the cosmetology lab in order to meet the total 1000 clock hours required to take the Cosmetology State Exam. NOTE: The 1,000 clock hours must be completed PRIOR to May 25 of Senior Year in order to graduate under the TDLR High School Operator Program.*

7391/7393 Career Preparation I, 2-3 credits (state) **GPA Level 2**
Grade Level(s): 11-12 **Prerequisite(s):** Microsoft Computer Application Specialist I recommended
Notes: Must be 16 years old; Application Required.
Parent/guardian approval and good attendance record needed.

Career Preparation I provides opportunities for students to participate in a learning experience that combines classroom instruction with paid business and industry employment experiences. Students are taught employability skills as a group; however, each student will have an individual training plan which will address his/her job specific knowledge and skills. In addition, students are taught job interview techniques, communication skills, financial and budget activities, human relations and resume portfolio development. Students are required to work 10 hours per week for 2 credits or 15 hours per week for 3 credits. Transportation to and from the training station is the responsibility of the student. **Daily attendance and reliable transportation are mandatory.** Students must be in an approved training station for continuation in course.

7392/7394 Career Preparation II, 2-3 credits (state) **GPA Level 2**
Grade Level(s): 11-12 **Prerequisite(s):** Career Preparation I
Notes: Must be 16 years old; Application Required.
Parent/guardian approval and good attendance record needed.

This course extends and enhances the content of Career Preparation I. It provides students with continued opportunities to enhance acquired knowledge and skills to thrive in the world of work through a combination of classroom instruction and an approved paid business and industry employment experience in the student's chosen pathway. Students are required to work 10 hours per week for 2 credits or 15 hours per week for 3 credits. Transportation to and from the training station is the responsibility of the student. **Daily attendance and reliable transportation are mandatory.** Students must be in an approved training station for continuation in course.

INFORMATION TECHNOLOGY

7201 Digital & Interactive Multimedia, 1 credit (state) **GPA Level 2**
Grade Level(s): 9-12 **Prerequisite(s):** None
Notes: $20.00 Fee.
This course will satisfy Technology Applications graduation requirements.

This is an introductory course into the world of multimedia. Students will be introduced to several multimedia applications, including image editing (Photoshop), animation (Flash), web design (Dreamweaver), video production (MovieMaker & Premier), and desktop publishing (InDesign). This class is designed to create an interest in upper level courses. This is a recommended pre-requisite for the Information Technology and Arts, A/V Technology and Communication career cluster courses.

7321 Microsoft Computer Application Specialist I, 1 credit (state) **GPA Level 2**
Grade Level(s): 9-12 **Prerequisite(s):** Keyboarding/Word Processing recommended
Notes: $15.00 Fee.
This course will satisfy Technology Applications graduation requirements.

This course develops technology skills with applications to personal, college, or business situations. Students will learn computer applications in the Microsoft Office Suite – Word, Excel, PowerPoint, Publisher, and Access. Skills are developed at an intermediate level and students will have the opportunity to prepare for the industry recognized Microsoft Certified Application Specialist (MCAS) credential. This industry certification provides the foundation needed for higher education courses and entry into the business world.

7322 Microsoft Computer Application Specialist II, 1 credit (state) **GPA Level 2**
Grade Level(s): 10-12 **Prerequisite(s):** Microsoft Computer Application Specialist I
Notes: $15.00 Fee.

This course is a continuation of Microsoft Computer Application Specialist I. It provides students with the opportunity to learn the advanced technology skills required in the work place. Students will develop expert level knowledge of Microsoft Office applications and how to seamlessly integrate these skills in various real-world projects. Students will train and prepare for the industry recognized Microsoft Certified Application Specialist (MCAS) credential. This industry certification provides the foundation needed for higher education courses and entry into the business world.

7410 Computer Maintenance, 1 credit (state) **GPA Level 2**
Grade Level(s): 10-12 **Prerequisite(s):** Digital & Interactive Multimedia or Microsoft
Notes: $20.00 Fee. Computer Application Specialist I

This course is the first in a sequence of courses that teach students the basics of building, maintaining, repairing, supporting and upgrading computer desktops, laptops and networks. Students acquire principles of computer maintenance, including electrical and electronic theory, computer hardware principles, and broad level components related to the installation, diagnosis, service, and repair of computer systems.

7420 Computer Technician, 2 credits (state) **GPA Level 2**
Grade Level(s): 11-12 **Prerequisite(s):** Computer Maintenance recommended
Notes: $20.00 Fee; Application Required.

This course is the continuation of Computer Maintenance. Students will continue to learn the fundamentals of computer technology, preventative maintenance, troubleshooting, networking and security, as well as the communication skills and professionalism which is now required of all entry-level IT professionals. Through hands-on exercises, students will work on PCs and local area networks in a lab setting and will gain the knowledge to install, configure and optimize personal computer hardware and operating systems. The primary focus of this course will be preparing students for the industry recognized A+ Computer Technician certification exam.

7430 Telecommunications & Networking, 2 credits (state) **GPA Level 2**
Grade Level(s): 11-12 **Prerequisite(s):** Computer Technician
Notes: $20.00 Fee; Application Required.

This course will cover the basics of networking. Students will learn competencies in managing, maintaining, troubleshooting, installing and configuring basic network infrastructures. They will develop knowledge and skills related to telecommunications and data networking technologies that can be applied to personal and/or career development. Topics will include: wireless networks, switching and routing, Ethernet protocol, TCP/IP, LANs and WANs, firewalls, and fiber optics. The primary focus of this course will be preparing students for the industry recognized Network+ certification exam.

7440 Research in IT Solutions, 2 credits (state) **GPA Level 2**
Grade Level(s): 12 **Prerequisite(s):** Telecommunications & Networking or
Notes: $20 Fee; Application Required. Computer Technician

This course is an independent self-study course in IT Solutions. Prior to registration, the student and the instructor will meet and agree upon an area of study. Possible topics for this independent study might include, but are not limited to: Microsoft Certified Professional, Cisco Routing, Fiber Optic networking, Wide-area networking, or Macintosh networking.

2811 Computer Science I, 1 credit (state) **GPA Level 2**
Grade Level(s): 9-12 **Prerequisite(s):** Geometry; Algebra II concurrently
Notes: $10 Fee.
This course will satisfy Technology Applications graduation requirements.

This course is a one-year study of beginning programming. Concepts include programming methodology, programming languages, data types, data structures, algorithms, and applications of computing. Design of computer systems and the social implications of computer systems are integrated throughout the course. Java is the programming language studied. This course helps to prepare career and college-bound students with problem-solving skills that model the approach used in universities.

2821 Computer Science A (AP/GT), 1 credit (state) **GPA Level 1**
Grade Level(s): 9-12 **Prerequisites:** Geometry; Algebra II concurrently
Notes: $10 Fee.
This course will satisfy Technology Applications graduation requirements.
If taken after Algebra II, this course will satisfy Math graduation requirements under the Recommended graduation plan.

Prepares students for the College Board Advanced Placement Computer Science A Exam. This course is a one-year study of beginning programming and is equivalent to a first course in Java at the university level. The topics include data types, functions, control structures, iterative structures, data structures, the use of classes and files. Topics of history of the computer, computer ethics, computer systems, and applications of computing will also be included. This course prepares the student for the Advanced Placement Computer Science A test.

2899 Independent Study: Computer Science, 1 credit (state) **GPA Level 1**
Grade Level(s): 10-12 **Prerequisites:** Computer Science A
Notes: $20 Fee.

This course is an advanced study of computer programming. Students will pursue a specific long-term topic relating programming analysis, design, development, implementation, and testing. Any approved programming language can be used to implement the project. Students must create a portfolio including all the documentation and code. A portion of their grade is based on their project presentation to a qualified critiquing audience.

MANUFACTURING

7150 Introduction to Metal Manufacturing, 1 credit (state) **GPA Level 2**
Grade Level(s): 10-12 **Prerequisite(s):** None
Notes: $20.00 Fee.

This is the first course in a sequence of 3 courses designed to provide introductory skills and a basic understanding of the metal technology and machining industry. Students will learn about career opportunities and training requirements for entry into the metal manufacturing industry. Topics will include: metal types, shop safety, hand tools, metal trades, sheet metal, measurements, and understanding blueprints. Student will learn to operate CNC vertical milling machines, CNC lathes, hydraulic shears, hydraulic punch machines, the pneumatic press brake, and the manual mill.

7151 Metal Manufacturing I, 2 credits (state) **GPA Level 2**
Grade Level(s): 11-12 **Prerequisites:** Introduction to Metal Manufacturing
Notes: $30.00 Fee; Application Required.

This course is a continuation of Introduction to Metal Manufacturing. It is designed to provide intermediate-level skills and a further understanding of machine shop operations. Students will continue to refine their metal technology skills and will be required to make a sheet metal project, a lathe project, and a vertical milling project. Students will participate in the H.U.N.C.H. program (High Schools United with NASA to Create Hardware) where they will work in cooperation with NASA to design, model, and assist in the manufacturing of parts for space.

7152 Metal Manufacturing II, 2 credits (state) **GPA Level 2**
Grade Level(s): 11-12 **Prerequisites:** Metal Manufacturing I
Notes: $30.00 Fee; Application Required.

This course is the final course in the series of Metal Manufacturing courses. It is designed to provide advanced-level skills and a further understanding of machine shop operations. Students will learn the knowledge, skills, and technologies required for employment in a globally competitive manufacturing environment. They will continue to refine their metal technology skills and will be required to make a sheet metal project, a lathe project, and a vertical milling project. Students will participate in the H.U.N.C.H. program (High Schools United with NASA to Create Hardware) where they will work in cooperation with NASA to design, model, and assist in the manufacturing of parts for space.

MARKETING

7300 Business, Marketing & Finance, 1 credit (state) **GPA Level 2**
Grade Level(s): 9-12 **Prerequisite(s):** None

In this course, students gain knowledge and skills in economies and private enterprise systems, the impact of global business, marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems and settings in business, marketing, and finance.

7350 Sports & Entertainment Marketing, 0.5 credit (state) **GPA Level 2**
Grade Level(s): 10-12 **Prerequisite(s):** Business, Marketing & Finance recommended

Spectators of sports and entertainment are customers. Planning products or services and enticing these customers to buy is sports and entertainment marketing. In this course, students investigate promotions, advertising, sales, event marketing, and sponsorships as they relate to a diverse population and global society. Students will develop promotional plans, sponsorship proposals, endorsement contracts, and sports and entertainment marketing plans. Students will also explore career options in the sports and entertainment marketing areas.

7360Advertising & Sales Promotion, 0.5 credit (state) **GPA Level 2**
Grade Level(s): 10-12 **Prerequisite(s):** Business, Marketing & Finance recommended

This course is designed as a comprehensive introduction to the principles and practices of advertising. Students will gain knowledge of techniques used in current advertising, including print and broadcast media. The social, ethical, and legal issues of advertising, historical influences, strategies, media decision processes as well as integrated marketing communications will be explored. The course provides an overview of how communication tools can be used in an attempt to reach target audiences and increase consumer knowledge.

7370 Fashion Marketing, 0.5 credit (state) **GPA Level 2**
Grade Level(s): 10-12 **Prerequisite(s):** Business, Marketing & Finance recommended

Enticing people to buy fashions means having the right product, at the right price, in the right location, and is the goal of fashion marketing. This Fashion Marketing course provides the knowledge to reach this goal in a highly competitive, fast-paced business that needs creative people. Students will gain a working knowledge of the various business functions in the fashion industry including promotion, textiles, visual merchandising and selling. Students will also have the opportunity to explore career options in the fashion marketing industry.

7380 Entrepreneurship, 1 credit (state) **GPA Level 2**
Grade Level(s): 11-12 **Prerequisite(s):** Business, Marketing & Finance recommended

In this course, students will gain the knowledge and skills needed to become an entrepreneur. Students will learn the principles necessary to begin and operate a business. The primary focus will be to help students understand the process of analyzing a business opportunity, determine the feasibility of an idea using research, develop a plan to organize and promote the business and its products and services, and to understand the capital required, return on investment desired, and potential for profit.

7381/7383 Marketing Dynamics I, 2-3 credits (state) **GPA Level 2**
Grade Level(s): 11-12 **Prerequisite(s):** Business, Marketing & Finance recommended
Notes: $25.00 Fee; Application required.

Marketing Dynamics I provides opportunities for students to participate in a learning experience that combines classroom instruction with a paid employment experience. Classroom instruction will include exploring marketing areas associated with distribution, financing, pricing, product planning, promotion, purchasing, risk management, and selling skills. In addition, students are taught job interview techniques, communication skills, and resume portfolio development. Students are required to work 10 hours per week for 2 credits or 15 hours per week for 3 credits. Transportation to and from the training station is the responsibility of the student. **Daily attendance and reliable transportation are mandatory.** Students must be in an approved training station for continuation in course.

7382/7384 Marketing Dynamics II, 2-3 credits (state) **GPA Level 2**
Grade Level(s): 12 **Prerequisite(s):** Marketing Dynamics I
Notes: $25.00 Fee; Application required.

This second year course is designed for the more mature and experienced marketing student that has successfully completed Marketing Dynamics I. Students will participate in a learning experience that combines classroom instruction with a paid employment experience. In the classroom, the student will build on the basic marketing concepts acquired in previous courses. Students will illustrate appropriate management and research skills to create the ideal marketing mix. Students are required to work 10 hours per week for 2 credits or 15 hours per week for 3 credits. Transportation to and from the training station is the responsibility of the student. **Daily attendance and reliable transportation are mandatory.** Students must be in an approved training station for continuation in course.

SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS

The successful completion of three Project Lead the Way courses will satisfy the Technology Applications graduation requirement.

7900 Introduction to Engineering Design, 1 credit (state) **GPA Level 2**
Grade Level(s): 9-12 **Prerequisite(s):** Algebra I or concurrent enrollment
Notes: $20.00 Lab Fee. **Project Lead the Way** course.

Making a world of difference while being creative is what engineers do. Find out why engineering is a great career for young men and women. The major focus of this course is to expose students to design processes, research and analysis, teamwork, communication methods, engineering standards, and technical documentation. Using 3D computer modeling software, students learn the design process and solve design problems for which they develop, analyze, and create product models. Upon completing this course, students will have an understanding of the various fields of engineering and will be able to make informed decisions regarding future course studies.

7910 Principles of Engineering (Adv Acad), 1 credit (state) **GPA Level 1**
Grade Level(s): 10-12 **Prerequisite(s):** Introduction to Engineering Design
Notes: $20.00 Lab Fee. **Project Lead the Way** course. and Algebra I

Imagine having both the passion to make a difference in the world and the technical know-how to achieve it – that's what engineering is all about. In this course, students will find out how engineers make a difference in our world. They will meet people who currently enjoy careers as engineers and see how they use their creativity to design things that matter. Students will explore technology systems and engineering processes to find out how math, science, and technology help people. Students will use a variety of computer hardware and software applications to complete assignments and will participate in various project-based learning challenges.

7911 Digital Electronics (Adv Acad), 1 credit (state) **GPA Level 1**
Grade Level(s): 10-12 **Prerequisite(s):** Introduction to Engineering Design
Notes: $20.00 Lab Fee. **Project Lead the Way** course. and Algebra I

This course introduces students to applied digital logic, a key element of careers in electrical engineering and engineering technology. This course explores the smart circuits found in watches, calculators, video games, and computers. Students will use industry-standard computer software to test and analyze digital circuitry. They will learn how to transform written design specifications into things like robots or computer networks – areas that are at the very forefront of technological innovation.

7920 Civil Engineering and Architecture (Adv Acad), 1 credit (state) **GPA Level 1**
Grade Level(s): 11-12 **Prerequisite(s):** Introduction to Engineering Design, Algebra II
Notes: $20.00 Lab Fee. **Project Lead the Way** course. or concurrent enrollment in Algebra II required.
Principles of Engineering recommended.

What would it feel like to have the expertise to build a school that could withstand an earthquake, a road system that puts an end to chronic traffic jams, or a sports stadium that offers everyone a great view? This Project Lead The Way course provides an overview of the fields of the Civil Engineering and Architecture, while emphasizing the interrelationship and dependence of both fields on each other. Students will learn to apply the design process learned in Introduction to Engineering Design to develop property and create models of residential and commercial structures.

7921 Aerospace Engineering (Adv Acad), 1 credit (state) **GPA Level 1**

Grade Level(s): 11-12 **Prerequisite(s):** Introduction to Engineering Design, Algebra II or concurrent enrollment in Algebra II required. Principles of Engineering recommended.

Notes: $20.00 Lab Fee. **Project Lead the Way** course.

Aerospace engineers are involved in space exploration, the development of commercial airliners, military jets, and helicopters. This class uses activity-based problem solving methods related to aerospace systems to provide students with opportunities to explore the world of aeronautics. Through hands-on engineering projects developed with NASA, students learn about aerodynamics, astronautics, space-life sciences, and rocketry propulsion.

7922 Computer Integrated Manufacturing (Adv Acad), 1 credit (state) **GPA Level 1**

Grade Level(s): 11-12 **Prerequisite(s):** Introduction to Engineering Design, Algebra II or concurrent enrollment in Algebra II required. Principles of Engineering recommended.

Notes: $20.00 Lab Fee. **Project Lead the Way** course.

Everything needed in modern society is manufactured. Manufacturing engineers design, direct and coordinate the processes and production systems for making virtually every kind of product – from beginning to end. As businesses try to make products better and at less cost, they turn to manufacturing engineers to find out how. In this course, students will learn how to use computers to design and control manufacturing processes. Students will participate in the H.U.N.C.H. program (High Schools United with NASA to Create Hardware) where they will work in cooperation with NASA to design, model, and assist in the manufacturing of parts for space.

7930 Engineering Design and Problem Solving, 1 credit (state) **GPA Level 2**

Grade Level(s): 11-12 **Prerequisite(s):** 3 Science credits

Notes: $20.00 Lab Fee.

This course will satisfy Science graduation requirements.

Creative problem solving will take students into uncharted territory and the ideas of their peers will expose them to different ways of thinking. Students will have their talents stretched in ways they've never expected. In the Engineering Design and Development course, students work in teams to research, create, design and construct unique and original solutions to real-world engineering problems. The student's final project/solutions will be presented to and evaluated by a panel of community engineers and school personnel.

7940 Engineering Design and Development (Adv Acad), 1 credit (state) **GPA Level 1**

Grade Level(s): 11-12 **Prerequisite(s):** 2 Project Lead the Way course credits, 3 Science credits

Notes: $20.00 Lab Fee. **Project Lead the Way** course.

This course will satisfy Science graduation requirements.

This course builds on the knowledge and skills students learned in previous Project Lead the Way engineering courses. Instruction will emphasize advanced principles of engineering processes and the development of three-dimensional solid models. Students will work in teams to research, create, design and construct unique and original solutions to real-world engineering problems. The student's final project/solutions will be presented to and evaluated by a panel of community engineers and school personnel.

7951 Forensic Science, 1 credit (state) **GPA Level 2**

Grade Level(s): 11-12 **Prerequisite(s):** 3 Science credits

This course will satisfy Science graduation requirements.

This course is a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, homicide, and the psychology of the criminally insane. Students will learn basic terminology and investigative procedures related to crime scene, question building, interviewing, criminal behavior characteristics, truth detection methodology, and scientific procedures used to solve crimes. Students will have the opportunity to collect and analyze evidence through case studies and mock crime scenes. Students will learn about the history, legal aspects of forensics, and career options available in the forensic field.

7950 Engineering Mathematics, 1 credit (state) **GPA Level 2**
Grade Level(s): 11-12 **Prerequisite(s):** Algebra II
Notes: This course will satisfy Math graduation requirements.

Engineering Mathematics is a course where students solve and model robotic design problems. Students use a variety of mathematical methods and models to represent and analyze problems involving data acquisition, spatial applications, electrical measurement, manufacturing processes, materials engineering, mechanical drives, pneumatics, process control systems, quality control, and robotics with computer programming.

7960 Biotechnical Engineering, 1 credit (state) **GPA Level 2**
Grade Level(s): 11-12 **Prerequisite(s):** Introduction to Engineering Design, Algebra II or concurrent enrollment in Algebra II required. Principles of Engineering recommended.
Notes: $20.00 Lab Fee. **Project Lead the Way** course.

Biotechnical engineers attempt to either mimic biological systems in order to create products or modify and control biological systems so that they can replace, augment, or sustain chemical and mechanical processes. They develop things like artificial lenses that restore sight to the blind or incubators that keep premature babies alive. They also contribute to the health of our planet by developing better technology in the fields of agriculture and environmental science. This course focuses on advanced skills in biology, physics, technology, and mathematics and applies them to real-world biotechnology problems. Students will be exposed to biomedical engineering, bio-molecular genetics, bioprocess engineering, and agricultural and environmental engineering.

7961/7962 Biotechnology, 1 or 2 credits (state) **GPA Level 2**
Grade Level(s): 10-12 **Prerequisite(s):** None

Biotechnology is technology based on biology, agriculture, food science, and medicine. This course provides an overview of biotechnology and begins preparing students for working in medical, clinical, science, and/or law enforcement forensic laboratories. Students will learn basic lab methods, including preparation of buffers, sterile techniques, centrifugation, spectophotometry, autoclaving, and equipment maintenance.

7963/7964 Advanced Biotechnology, 1 or 2 credits (state) **GPA Level 2**
Grade Level(s): 11-12 **Prerequisite(s):** Biotechnology
Notes: This course will satisfy Science graduation requirements.

Students in Advanced Biotechnology study a variety of topics that include structures and functions of cells, nucleic acids, proteins, and genetics. Topics include cell structure, proteins, genetic engineering, and the impact of immunological events in biotechnology. Students further study the increasingly important agricultural, environmental, economic, and political roles of bioenergy and biological remediation; the roles of nanoscience and nanotechnology in biotechnology medical research; and future trends in biological science and biotechnology.

7990 Practicum in Biotechnology, 2 credits (state) **GPA Level 2**
Grade Level(s): 12 **Prerequisite(s):** Advanced Biotechnology
Notes: Application Required.

Students in this course either participate in a working internship or pursue an individual laboratory project in biotechnology. Students who participate in internships will work alongside employees at the location in which they are assigned. They will gain real-world experience and will be trained in similar duties as regular employees. Students who participate in an individual laboratory project will work independently to develop and maintain records of a project in the student's area of interest.

TRANSPORTATION, DISTRIBUTION, AND LOGISTICS

7800 Introduction to Automotive Technology, 0.5 credit (state) **GPA Level 2**
Grade Level(s): 9-12 **Prerequisite(s):** None
Notes: 10.00 Fee;

This course gives students a basic understanding of careers related to the field of automotive technology. Students will explore the skills needed to excel in this industry. An overview of engine repair, brakes, electrical, and suspension systems and applications of the tools, equipment, safety will be covered.

7811 Automotive Technology I, 2 credits (state) **GPA Level 2**

Grade Level(s): 10-12 **Prerequisite(s):** Intro to Automotive Technology recommended

Notes: $20.00 Fee; Application required.

This is a foundation course that covers Engine Performance, Electrical/Electronic Systems, Suspension/Steering, and Brakes, and offers students' theory and hands-on training to develop technical skills needed in the ever-increasing complex automotive field. Students will receive training in safety, the use of technical manuals, computer diagnostic programs, and the use of tools and equipment. Students will receive preparation for the Automotive Service Excellence (ASE) exam in these four areas which will prepare them for an associate degree program and/or employment.

7812 Automotive Technology II, 2 credits (state) **GPA Level 2**

Grade Level(s): 11-12 **Prerequisite(s):** Automotive Technology I

Notes: $20.00 Fee; Application required.

This is a continuation of Automotive Technology I and further emphasis is placed on Suspension/Steering and Engine Performance. Students will receive instruction for the Automotive Service Excellence (ASE) certification exam in Engine Performance, Electrical/Electronic Systems, Suspension/Steering, and Brakes which will prepare them for an associate degree program and/or employment.

7890 Automotive Technology Internship, 2 credits (state) **GPA Level 2**

Grade Level(s): 12 **Prerequisite(s):** Automotive Technology II

Notes: $20.00 Fee; Application required; Transportation required.

This course is a paid internship in an automotive repair facility (either an independent shop or dealership) where the student will work in the automotive field while attending automotive classes at Clear Springs HS. The student will have hands-on work experience while shadowing their lead mentor at the repair facility they are assigned. Students will receive instruction for the Automotive Service Excellence (ASE) exam in Engine Performance, Electrical/Electronic Systems, Suspension/Steering, and Brakes which will prepare them for an associate degree program and/or employment.

All courses listed in the Visual and Performing Arts section apply towards the Fine Arts requirement of the Recommended or Distinguished Achievement High School Program, with the exception of Color Guard.

VISUAL ART

8001 Art I: Comprehensive, 1 credit (state) **GPA Level 2**
Grade Level(s): 9-12 **Prerequisite(s):** None
Notes: $25.00 Fee per year. A portfolio, sketchbook, and student-grade art materials will be provided. Students may desire to purchase professional-grade materials at their own expense.

Art I is a comprehensive course that provides the student with introductory experiences in expressing himself inventively and imaginatively through a variety of art experiences, media, techniques and vocabulary. Emphasis is placed on the elements and principles of design. The class is designed to help students understand and appreciate artwork both past and present, and the vital contribution these artwork have made to society.

8011 Art I: Advanced Comprehensive, 1 credit (state) **GPA Level 2**
Grade Level(s): 9-12 **Prerequisite(s):** Intermediate Art or portfolio review.
Notes: $25.00 Fee per year. A portfolio, sketchbook, and student-grade art materials will be provided. Students may desire to purchase professional-grade materials at their own expense. Preparatory course for Painting II (Preparatory Course for AP Studio).

Art I Advanced Comprehensive is designed for students who have studied art extensively in the intermediate art program or possess the art skills and motivation to perform in an accelerated program of study. The course follows the Art I content at an advanced skill level. Outside assignments and a journal are requirements for the course.

The following studio courses are designed to be taken after successful completion of Art I. Students may take 1 credit in any of the following courses:

8021 Drawing II: Two-Dimensional Design, 1 credit (state) **GPA Level 2**
Grade Level(s): 10-12 **Prerequisite(s):** Art I
Notes: $40.00 Fee per year. A portfolio, sketchbook, and student-grade art materials will be provided. Students may desire to purchase professional-grade materials at their own expense.

Drawing II extends the student's artistic understanding and experiences as introduced in Art I. Emphasis will be placed on the development of compositional skills and imaginative use of the elements and principles of design. The class is designed to strengthen the student's drawing and two-dimensional skills. Problem solving skills will be developed through experimentation with a variety of drawing media and subject matter. The history and the analysis of two-dimensional design will be emphasized. Outside assignments and a journal are requirements for the course.

8051 Painting II, 1 credit (state) **GPA Level 2**
Grade Level(s): 10-12 **Prerequisite(s):** Art I or Advanced Art I
Notes: $50.00 Fee per year. Students may desire to purchase professional-grade materials at their own expense.

Painting II extends the student's artistic understanding and experiences as introduced in Art I. Emphasis will be placed on the development of compositional skills and imaginative use of the elements and principles of design. The class is designed to strengthen the student's painting and two-dimensional skills. Students will experiment with a variety of painting media, techniques, and subject matter to develop artwork that express the student's personal style and concept. Artistic periods and styles will be emphasized.

8053 Painting II (PreAP), 1 credit (state) **GPA Level 1**

Grade Level(s): 9-12 **Prerequisite(s):** Art I, Advanced Art I, 3-5 score on Intermediate PreAP Art Studio Portfolio, or portfolio review.

Notes: $50.00 Fee per year. A portfolio, sketchbook, and student-grade art materials will be provided. Students may desire to purchase professional-grade materials at their own expense. Preparatory course for AP portfolio courses.

Painting II (PreAP) extends the student's artistic understanding and experiences as introduced in Art I. Emphasis will be placed on the development of compositional skills and imaginative use of the elements and principles of design. The class is designed to strengthen the student's painting and two-dimensional skills with an emphasis on drawing as applied to painting. Students will experiment with a variety of painting media, techniques, and subject matter. Artistic periods and styles will be investigated to inspire individual artwork. Outside assignments and journal are required.

8101 Sculpture II, 1 credit (state) **GPA Level 2**

Grade Level(s): 10-12 **Prerequisite(s):** Art I

Notes: $50.00 Fee per year. Students may desire to purchase professional-grade materials at their own expense.

Sculpture II extends the student's artistic understanding and experiences as introduced in Art I. Emphasis will be placed on the development of compositional skills and imaginative use of the elements and principles of design. The class is designed to strengthen the student's three-dimensional and spatial skills. Students will experiment with a variety of sculpting materials and tools. Ancient through contemporary sculptures will be studied.

8161 Jewelry II, 1 credit (state) **GPA Level 2**

Grade Level(s): 10-12 **Prerequisite(s):** Art I

Notes: $60.00 Fee per year. Students may desire to purchase professional-grade materials at their own expense.

Jewelry II extends the student's artistic understanding and experiences as introduced in Art I. Emphasis will be placed on the development of compositional skills and imaginative use of the elements and principles of design in jewelry design. Students will develop problem-solving skills through experimentation with a variety of media and subject matters. This class is designed to strengthen a student's three-dimensional and spatial skills. Students will explore various forms of human adornment from ancient to contemporary times. A variety of media to create jewelry and adornment will be implemented.

8131 Ceramics II, 1 credit (state) **GPA Level 2**

Grade Level(s): 10-12 **Prerequisite(s):** Art I

Notes: $50.00 Fee per year. Students may desire to purchase professional-grade materials at their own expense.

Ceramics II is designed to strengthen a student's three-dimensional and spatial skills. Students will explore various forms of clay, glazes, tools, and visual expression through ceramics. The study and analysis of a variety of ceramic arts and artists including the history of functional and nonfunctional ceramics will be emphasized.

8201 Electronic Media II, 1 credit (state) **GPA Level 2**

Grade Level(s): 10-12 **Prerequisite(s):** Art I

Notes: $50.00 Fee per year. Students may desire to purchase professional-grade materials at heir own expense.

Electronic Media II extends the student's artistic understanding and experiences as introduced in Art I. Emphasis will be placed on the development of compositional skills and imaginative use of the elements and principles of design and digital illustration. This introductory course provides a foundation in the fundamentals of design and commercial production art within the graphics design profession. Students will be creating electronic works of art such as paintings, drawings, photography, and mixed media, utilizing the scanner, digital camera, and selected software packages. Students will develop the basic knowledge, concepts, technical skills, and vocabulary necessary for computer digital illustration. In addition, students will prepare a portfolio of their work on disc, CD, and in a hard copy presentation portfolio.

8031 Drawing III, 1 credit (state) **GPA Level 2**

Grade Level(s): 11-12 **Prerequisite(s):** Drawing II

Notes: $40.00 Fee per year. Students may desire to purchase professional-grade materials at their own expense.

Drawing III extends the student's artistic understanding and experiences as introduced in Drawing II. Emphasis will be placed on the advanced development of compositional skills and imaginative use of the elements and principles of design in drawing. This class is designed to develop the mastery of two-dimensional media. The study of art appreciation and history is incorporated within every technical skill. Emphasis will be placed on the development of problem-solving skills through experimentation with a variety of advanced drawing media and subject matter. The history and the analysis of drawing will be emphasized.

8061 Painting III, 1 credit (state) **GPA Level 2**

Grade Level(s): 10-12 **Prerequisite(s):** Painting II

Notes: $50.00 Fee per year. Students may desire to purchase professional-grade materials at their own expense.

Painting III extends the student's artistic understanding and experiences as introduced in Painting II. Emphasis will be placed on the development of advanced compositional skills and imaginative use of the elements and principles of design in painting. The class is designed to strengthen the student's painting and two-dimensional skills. Students will experiment with a variety of advanced painting media, techniques, and subject matter to develop artwork that express the student's personal style and concept. Artistic periods and styles will be emphasized.

8111 Sculpture III, 1 credit (state) **GPA Level 2**

Grade Level(s): 11-12 **Prerequisite(s):** Sculpture II

Notes: $50.00 Fee per year. Students may desire to purchase professional-grade materials at their own expense.

Sculpture III extends the student's artistic under-standing and experiences as introduced in Sculpture II. Emphasis will be placed on the advanced development of compositional skills and imaginative use of the elements and principles of design in sculpture. The class is designed to strengthen the student's three-dimensional and spatial skills. Students will experiment with a variety of sculpting materials, tools and subjects to develop artwork that express the student's personal style and concept. Ancient through contemporary sculptures will be studied.

8171 Jewelry III, 1 credit (state) **GPA Level 2**

Grade Level(s): 11-12 **Prerequisite(s):** Jewelry II

Notes: $60.00 Fee per year. Students may desire to purchase professional-grade materials at their own expense.

Jewelry III extends the student's artistic understanding and experiences as introduced in Jewelry II. Emphasis will be placed on the development of advanced compositional skills and imaginative use of the elements and principles of design in jewelry design. Emphasis will be placed on the development of problem-solving skills through experimentation with a variety of advanced jewelry media and subject matter. This class is designed to strengthen a student's three-dimensional and spatial skills. Students will explore personal design and style in a variety of forms of human adornment researched from ancient to contemporary jewelry works. A variety of media including casting will be implemented.

8141 Ceramics III, 1 credit (state) **GPA Level 2**

Grade Level(s): 11-12 **Prerequisite(s):** Ceramics II

Notes: $50.00 Fee per year. Students may desire to purchase professional-grade materials at their own expense.

Ceramics III is designed to strengthen a student's three-dimensional and spatial skills. Students will explore various advanced forms of clay, glazes, tools, and visual expression through ceramics. The study and analysis of a variety of advanced ceramic arts and artists including the history of functional and nonfunctional ceramics will be emphasized.

8211 Electronic Media III, 1 credit (state) **GPA Level 2**

Grade Level(s): 11-12 **Prerequisite(s):** Electronic Media II

Notes: $50.00 Fee per year. Students may desire to purchase professional-grade materials at heir own expense.

Electronic Media III extends the student's artistic understanding and experiences as introduced in Electronic Media II. Emphasis will be placed on the advanced development of compositional skills and imaginative use of the elements and principles of design in graphic design and digital illustration. This course provides fundamentals of design and commercial production art within the graphics design profession. Students will be creating electronic works of art such as paintings, drawings, photography, and mixed media, animation and web designs utilizing the scanner, digital camera, and selected software packages on an advanced level. Students will develop the basic knowledge, concepts, technical skills, and vocabulary necessary for computer digital illustration and animation careers. In addition, students will prepare a portfolio of their work on disc, CD, and in a hard copy presentation portfolio. They will utilize Macintosh software programs to solve contemporary design concepts necessary for future computer illustration.

8041 Drawing IV, 1 credit (state) **GPA Level 2**

Grade Level(s): 11-12 **Prerequisite(s):** Drawing III

Notes: $40.00 Fee per year. Student-grade art materials will be provided. Students may desire to purchase professional-grade materials at their own expense.

Drawing IV extends the student's artistic understanding and experiences as introduced in Drawing III. Emphasis will be placed on the advanced development of compositional skills and imaginative use of the elements and principles of design in advanced drawing. This class is designed to develop the student's commitment to a self-determined area of special interest. Students will apply advanced drawing tools and techniques to develop a series of artwork based on a personal style and theme. Art appreciation, self evaluation, and higher-level problem-solving skills are emphasized. The history and the analysis of drawing will be emphasized.

8071 Painting IV, 1 credit (state) **GPA Level 2**

Grade Level(s): 11-12 **Prerequisite(s):** Painting III

Notes: $50.00 Fee per year. Student-grade art materials will be provided. Students may desire to purchase professional-grade materials at their own expense.

Painting IV extends the student's artistic understanding and experiences as introduced in Painting III. Emphasis will be placed on the development of compositional skills and imaginative use of the elements and principles of design in painting. This class is designed to develop the student's commitment to a self-determined area of special interest. Students will apply advanced painting tools, techniques, media, and subject matter to develop a series of artwork based on a personal style and theme. Artistic periods and styles will be analyzed.

8121 Sculpture IV, 1 credit (state) **GPA Level 2**

Grade Level(s): 11-12 **Prerequisite(s):** Sculpture III

Notes: $50.00 Fee per year. Student-grade art materials will be provided. Students may desire to purchase professional-grade materials at their own expense.

Sculpture IV extends the student's artistic understanding and experiences as introduced in Sculpture III. Emphasis will be placed on the development of advanced compositional skills and imaginative use of the elements and principles of design in sculpture. This class is designed to develop the student's commitment to a self-determined area of special interest. Students will apply advanced sculpture tools, techniques, media, and subject matter, to develop a series of artwork based on a personal style and theme. Artistic periods and styles from ancient to contemporary will be analyzed.

8181 Jewelry IV, 1 credit (state) **GPA Level 2**

Grade Level(s): 11-12 **Prerequisite(s):** Jewelry III

Notes: $60.00 Fee per year. Students may desire to purchase professional-grade materials at their own expense.

Jewelry IV extends the student's artistic understanding and experiences as introduced in Jewelry III. Emphasis will be placed on the advanced development of compositional skills and imaginative use of the elements and principles of design in jewelry design. This class is designed to develop the student's commitment to a self-determined area of special interest. Students will apply advanced jewelry tools and techniques to develop a series of artwork based on a personal style and theme. Emphasis will be placed on the development of problem-solving skills through experimentation with a variety of advanced media and subject matter. Students will explore various forms of human adornment from ancient to contemporary times.

8151 Ceramics IV, 1 credit (state) **GPA Level 2**

Grade Level(s): 11-12 **Prerequisite(s):** Ceramics III

Notes: $50.00 Fee per year. Students may desire to purchase professional-grade materials at their own expense.

Ceramics IV extends the student's artistic understanding and experiences as introduced in Ceramics III. Emphasis will be placed on the advanced development of compositional skills and imaginative use of the elements and principles of design in ceramics on a larger scale. This class is designed to develop the student's commitment to a self-determined area of special interest. Students will implement advanced forms of clay, glazes, tools, and firing techniques to develop a series of artwork based on a personal style and theme. The study and analysis of a variety of advanced ceramic arts and artists including the history of functional and nonfunctional ceramic will be emphasized.

8261 Electronic Media IV, 1 credit (state) **GPA Level 2**

Grade Level(s): 11-12 **Prerequisite(s):** Electronic Media III

Notes: $50.00 Fee per year. Students may desire to purchase professional-grade materials at their own expense.

Electronic Media IV further extends the student's artistic understanding and experiences as introduced in Electronic Media III. Emphasis will be placed on the advanced development of compositional skills and imaginative use of the elements and principles of design in graphic design and digital illustration and animation. This course provides fundamentals of design and communication arts. Students will be creating electronic works of art such as paintings, drawings, photography and mixed media, animation, and web designs on an advanced level. In addition, students will prepare a portfolio of their work on web designs on an advanced level. In addition, students will prepare a portfolio of their work on web designs on an advanced level. In addition, students will prepare a portfolio of their work on disc, CD, and in a hard copy presentation portfolio/book. They will utilize Macintosh software programs to solve contemporary design concepts necessary for future computer illustration. This course provides the fundamentals of design and commercial production art within the graphics design profession. Based upon current industry standards, students will utilize Mac or computer basics, graphic software (*Adobe Illustrator, Adobe Photoshop, and other software packages*) image scanning, and digital editing. Students will expand their knowledge, concepts, technical skills, and vocabulary necessary for future computer illustration.

8251 Art History (AP), 1 credit (state) **GPA Level 1**

Grade Level(s): 11-12 **Prerequisite(s):** English II

Notes: $24.00 Fee per year, plus journal. This course prepares students for the College Board Advanced Placement Art History Exam. Students are responsible for the examination fee.

The Advanced Placement Art History course enables highly motivated students to do college-level work in art history while still in high school. The course involves significantly more time and commitment than most high school art courses and is intended for students seriously committed to the study of art. The evaluation is based on a written examination.

AP Art History is designed to expand student knowledge of western and non-western art history and civilization through the art and artifacts of the peoples from the early drawings of the cave dwellers to contemporary expression. Slides, laserdiscs, and prints of the great works of art of the world will be analyzed. As a component of historical research, students will also create artwork that are illustrative of a particular period, culture, style, or technique.

8221 Studio Art: 2-D Design (AP), 1 credit (state) **GPA Level 1**

Grade Level(s): 10-12 **Prerequisite(s):** Painting II

Notes: $50.00 Fee per year, plus journal and higher grade art materials will be provided. Students may desire to purchase professional-grade materials at their own expense. This course prepares students for the College Board Advanced Placement Two-Dimensional Design Portfolio Exam. Students are responsible for the examination fee and the cost of preparing slides included in the portfolio.

The Advanced Placement Two-Dimensional Design Portfolio course enables highly motivated students to do college-level work in studio art while still in high school. The course involves significantly more time and commitment than most high school courses and is intended for students seriously committed to studying art. The evaluation for college credit of students enrolled in the AP course is based on the completion and submission of a portfolio, not a written examination.

This portfolio is intended to address a very broad interpretation of two-dimensional design issues. This type of design involves purposeful decision-making about how to use the elements and principles of art in an integrative way. For this portfolio, students are asked to demonstrate proficiency in two-dimensional design using a variety of art forms. These could include, but are not limited to, graphic design, digital imaging, photography, collage, fabric design, illustration, painting, and print making.

8231 Studio Art: Drawing (AP), 1 credit (state) **GPA Level 1**
Grade Level(s): 11-12 **Prerequisite(s):** AP 2-D Portfolio
Notes: $50.00 Fee per year. Students may desire to purchase professional-grade materials at their own expense. This course prepares students for the College Board Advanced Placement Drawing Portfolio Exam. Students are responsible for the examination fee and the cost of preparing slides included in the portfolio.

The Advanced Placement Drawing Portfolio course enables highly motivated students to do college-level work in drawing while still in high school. The course involves significantly more time and commitment than most high school art courses and is intended for students seriously committed to the study of art. As in each AP Art Studio course, the evaluation is based upon the completion and submission of a portfolio, not a written examination. This portfolio is intended to address a very broad interpretation of drawing issues. Such elements and concepts can be articulated through a variety of drawing processes. Approaches may include scraffito, gestural, contour, and value studies. A variety of drawing media will be used.

8241 Studio Art: 3-D Design (AP), 1 credit (state) **GPA Level 1**
Grade Level(s): 10-12 **Prerequisite(s):** Sculpture II, Ceramics II, or Jewelry II
Notes: $50.00 Fee per year, plus journal and higher grade art materials will be provided. Students may desire to purchase professional-grade materials at their own expense. This course prepares students for the College Board Advanced Placement Three-Dimensional Design Portfolio Exam. Students are responsible for the examination fee and the cost of preparing slides included in the portfolio.

The Advanced Placement Three-Dimensional Design Portfolio course enables highly motivated students to do college level work in studio art while still in high school. The course involves significantly more time and commitment than most high school courses and is intended for students seriously committed to the study of art. The evaluation for college credit of students enrolled in the AP course is based upon the completion and submission of a portfolio, not a written examination.

This portfolio is intended to address a very broad interpretation of sculptural issues in depth and space. Such elements and concepts can be articulated through additive, subtractive, and/or fabrication processes. A variety of approaches might include jewelry, traditional sculpture, architectural models, apparel, ceramics, fiber arts, or metal works.

THEATRE ARTS

8311 Theatre Arts I: Introduction to Theatre, 1 credit (state) **GPA Level 2**
Grade Level(s): 9-12 **Prerequisite(s):** None
Notes: $20.00 Fee.

This course, designed as an introduction to the theatre, includes voice and diction, movement, improvisation, scene design, theatre history, introduction to technical theatre and theatre production, and play analysis.

8321Theatre Arts I Advanced: Introduction to Theatre, 1 credit (state) **GPA Level 2**
Grade Level(s): 9-12 **Prerequisite(s):** Audition
Notes: $20.00 Fee.

Theatre Arts I is designed for students who have studied Theatre extensively in the intermediate theatre program or possess the theatre skills and motivation to perform in an accelerated program of study. This course includes voice and diction, movement, improvisation, scene design, theatre history, introduction to technical theatre and theatre production, and play analysis.

8331 Theatre Arts II: Acting, 1 credit (state) **GPA Level 2**
Grade Level(s): 10-12 **Prerequisite(s):** Theatre Arts I
Notes: $20.00 Fee.

Theatre Arts II includes voice and diction, audition skills, acting theory, costumes, introduction to directing, theatre history, and play analysis. The culminating activity incorporates combined theatre arts skills in a group activity.

8341 Theatre Arts III: Advanced Acting & Theatre Skills, 1 credit (state) **GPA Level 2**
Grade Level(s): 11-12 **Prerequisite(s):** Theatre Arts II
Notes: $20.00 Fee.

Theatre Arts III includes period acting, directing, advanced voice work with dialects, actor movement, individual projects in design and playwriting, and exploration of college and professional opportunities in theatre. The culminating activity incorporates combined theatre arts skills in a group activity.

8351 Theatre Arts IV: Advanced Directing & Performance Skills, 1 credit (state) **GPA Level 2**
Grade Level(s): 12 **Prerequisite(s):** Theatre Arts III
Notes: $20.00 Fee.

Theatre Arts IV gives the advanced theatre arts student the opportunity to extend his study of those elements covered in Theatre Arts III. The culminating activity incorporates combined theatre arts skills in a group activity.

8361 Technical Theatre I: Intro to Technical Theatre, 1 credit (state) **GPA Level 2**
Grade Level(s): 9-12 **Prerequisite(s):** None
Notes: $20.00 Fee; **Up to 100 hours outside of school day production required.**

Technical Theatre is an introductory course that is designed to give the student experiences in all phases of backstage work, scenery design, and construction. Lighting, stage management, slide and video projection, and sound reproduction are covered in theory as well as in practical application.

8371 Technical Theatre II, 1 credit (state) **GPA Level 2**
Grade Level(s): 10-12 **Prerequisite(s):** Technical Theatre I
Notes: $20.00 Fee**; Up to 100 hours outside of school day production required.**

Technical Theatre II is designed to give the student experiences in all phases of backstage work with emphasis on scene and stage construction.

8381 Technical Theatre III, 1 credit (state) **GPA Level 2**
Grade Level(s): 11-12 **Prerequisite(s):** Technical Theatre II
Notes: $20.00 Fee; **Up to 100 hours outside of school day production required.**

Technical Theatre III is designed to give the student experiences in all phases of backstage work with opportunities to extend his study of design in a specific area of interest (e.g., lights, sound, costume, set).

8391 Technical Theatre IV, 1 credit (state) **GPA Level 2**
Grade Level(s): 12 **Prerequisite(s):** Technical Theatre III
Notes: $20.00 Fee; **Up to 100 hours outside of school day production required.**

Technical Theatre IV is designed to give the student experiences in all phases of backstage work giving the advanced student opportunities to extend his study of those elements covered in Technical Theatre III.

8401/8411/8421/8431 Theatre Production I – IV, 1 – 4 credits (state) **GPA Level 2**
(I – 8401; II – 8411; III – 8421; IV – 8431) **Prerequisite(s):** Audition
Grade Level(s): 9-12
Notes: $20.00 Fee.

Theatre Production classes are designed to provide advanced preparation for the actor. The courses focus on all aspects of theatre. Emphasis will be placed on maximum use of the body, voice, and mind through improvisation, pantomime, blocking, movement, stage pictures, and stage combat. Specialty makeup, a study of dialects for the stage, and internalizing the actor's character will be studied. Attendance at performances required. The names of these classes differ with the high school in which they are organized. Classes include but are not limited to all aspects of children's theatre, advanced acting techniques for camera and stage, writing, producing, and directing, advanced repertoire, improvisation, and video production.

8441/8451/8461/8471 Theatre Production – African American Theatre I-IV, 1 credit (state) **GPA Level 2**
Grade Level(s): 9-12 **Prerequisite(s):** None
Notes: $20.00 Fee.

This course is designed to acquaint students with the history and origins of African American Theatre and to develop an appreciation for African American dramatic literature. The course will offer a historical position of African American Theatre in Western theatre. Students will read, perform and analyze play scripts, texts, artists and leaders of the African American Theatre.

MUSIC

8861 Music Theory, 1 credit (state) **GPA Level 2**
Grade Level(s): 9-12 **Prerequisite(s):** Audition; Music reading ability required.
Notes: $30 Fee.

Music theory provides students with the opportunity to learn about advanced musical ideas. Ear training; individual sight-reading, and the study of musical harmony will be emphasized. Through the awareness and experiences provided, students can explore career opportunities in this field and be provided with the tools needed to have a fuller understanding of the inner-workings of music.

8851 Music Theory (AP), 1 credit (state) **GPA Level 1**
Grade Level(s): 11-12 **Prerequisite(s):** Audition; Music reading ability required.
Notes: $30.00 Fee; see school registration sheet. This course prepares students to take the College Board Advanced Placement Music Theory exam. Students are responsible for the examination fee.

AP Music Theory is an advanced course for students who will be majoring in music. This course is a comprehensive study of the materials of counterpoint and harmony. The study is made through listening and observation of the literature; lessons in application include activities in musical writing and analysis. Advanced ear training; individual sight-reading, and the study of musical harmony will be emphasized. Students are required to take either the AP test or a released test.

BAND

Band I: First Year of High School Band, 1 credit (state)
Band II: Second Year of High School Band, 1 credit (state)
Band III: Third Year of High School Band, 1 credit (state)
Band IV: Fourth Year of High School Band, 1 credit (state)

Band I – IV, 1-4 credit(s) (state) **GPA Level 2**
8601/8621/8641/8661 Cadet Band (I – 8601; II – 8621; III – 8641; IV – 8661)
8603/8623/8643/8663 Concert I Band (I – 8603; II 8623; III – 8643; IV 8663)
8611/8631/8651/8671 Concert II Band (I – 8611; II – 8631; III – 8651; IV -8671)
8605/8625/8645/8665 Symphonic Band (I – 8605; II – 8625; III – 8645; IV -8665)
8607/8627/8647/8667 Wind Ensemble (I – 8607; II – 8627; III – 8647; IV -8667)
Grade Level(s): 9-12 **Prerequisite(s):** Audition
Notes: $100.00 Fee - $25.00 Summer Fee for school-owned instruments. All other instruments must be purchased or rented. $5.50 per uniform cleaning as needed.

Participation in all marching band activities is required for all students who elect to take the academic band performance courses. Successful completion of the fall semester of marching band will fulfill and waive a semester of required PE. This waiver does not count as credit. Students will still need to receive the required number of total credits for graduation. These courses consist of marching, concert playing, sight reading, small ensemble playing and individual instrumental technique. Public performance is an integral part of the band experience. Students in grades nine through twelve will comprise various classes according to achievement levels monitored by periodic auditions. The names of these classes differ with the high school in which they are organized. These groups may participate in UIL and TMEA competitions. Requirements will include after school rehearsals and performances as the development of fundamental performance skills is stressed.

8615/8635/8655/8675 Band: Jazz Ensemble I-IV), 1-4 credit(s)(state) **GPA Level 2**
(I – 8615; II – 8635; III – 8655; IV – 8675) **Prerequisite(s):** Past experience in instrumental music; Audition. See school registration sheet.
Grade Level(s): 9-12
Notes: CBHS only; $100.00 Fee - $25.00 Summer Fee for school-owned instruments. All other instruments must be purchased or rented.

Jazz Ensemble students study jazz at various levels with emphasis on improvisation, jazz history, and jazz theory.

8613/8633/8653/8673 Band: Instrumental Ensemble I-IV, 1-4 credit(s)(state) **GPA Level 2**
(I – 8613; II – 8633; III – 8653; IV – 8673) **Prerequisite(s):** Past experience in instrumental music; Audition
Grade Level(s): 9-12
Notes: $100.00 Fee - $25.00 Summer Fee for school-owned instruments. All other instruments must be purchased or rented.

These courses are open to members of the band who have a desire to play a wide variety of musical selections. Instrumental Ensemble is designed to allow students to explore in depth ensemble playing in addition to band playing. Small to medium ensemble playing will be emphasized.

8691/8693/8695/8697 Color Guard / Winter Guard I – IV, 0.5 credit (local) per semester –up to 2 credits (local) **GPA Level 2**
(I – 8691; II – 8693; III – 8695; IV – 8697) **Prerequisite(s):** Audition
Grade Level(s): 9-12
Notes: $100 Fee per semester.

Participation in this course does not fulfill or waive the state Physical Education requirement. This class does not substitute for Fine Arts Credit. Students will need to receive the required number of Physical Education credits for graduation. Activities include preparations and rehearsals for marching band performances, individual performances, festivals, school activities and Winter Guard competitions.

8610/8630/8650/8670 Percussion / Pit I-IV, 0.5 credit (state) per year **GPA Level 2**
(I – 8610; II – 8630; III – 8650; IV – 8670)

8600/8620/8640/8660 Percussion / Battery I-IV, 0.5 credit (state) per year **GPA Level 2**
(I – 8600; II – 8620; III – 8640; IV – 8660) **Prerequisite(s):** Past experience in percussion music, Audition.
Grade Level(s): 9-12
Notes: $100.00 Fee - $25.00 Summer Fee for school-owned instruments. $5.50 per uniform cleaning as needed. Participation in the fall semester course will fulfill and waive a semester of required Physical Education.

These courses are open to percussionists and double reed wind instrumentalists only. Students will work primarily marching percussion, small ensemble playing, and instrumental technique. Students in grade nine through twelve will comprise various classes according to achievement levels monitored by periodic auditions. Requirements include after school rehearsals and performances and the development of fundamental performance skills is stressed.

ORCHESTRA

Orchestra I: First Year of High School Orchestra, 1 credit (state)
Orchestra II: Second Year of High School Orchestra, 1 credit (state)
Orchestra III: Third Year of High School Orchestra, 1 credit (state)
Orchestra IV: Fourth Year of High School Orchestra, 1 credit (state)

Orchestra I – IV, 1-4 credit(s) (state) **GPA Level 2**
8701/8721/ 8741/8761 Chamber Orchestra (I- 8701; II – 8721; III – 8741; IV -8761)
8703/8723/8743/8763 Symphony Strings (I – 8703; II – 8723; III – 8743; IV -8763)
8705/8725/8745/8765 Philharmonic I Strings (I – 8705; II – 8725; III – 8745; IV – 8765)
8707/8727/8747/8767 Philharmonic II Strings (I – 8707; II – 8727; III -8747; IV – 8767)
8711/8731/8751/8771 Concert I Strings (I – 8711; II – 8731; III – 8751; IV -8771)
8713/8733/8753/8773 Concert II Strings (I – 8713; II – 8733; III – 8753; IV -8773)
Grade Level(s): 9-12 **Prerequisite(s):** Audition
Notes: $100.00 Fee - $25.00 Summer Fee for school-owned instruments. All other instruments must be purchased or rented. $5.50 per uniform cleaning as needed.

These courses consist of concert playing, sight reading, small ensemble playing, and individual instrumental technique. Students learn the enjoyment and appreciation of music through the development of performance skills and disciplines. Public performance is an integral part of the orchestra experience. Students in grades 9 – 12 will comprise various classes according to achievement levels monitored by periodic auditions. Each student will audition for the appropriate orchestra. The names of these classes differ with the high school in which they are organized. Members are expected to participate in extra rehearsals and performances that involve the orchestra as a whole. All styles of music are explored.

8715/8735/8755/8775 Orchestra: Instrumental String Ensemble I-IV, 1-4 credit(s) (state) **GPA Level 2**
(I – 8715; II – 8735; III – 8755; IV – 8775) **Prerequisite(s):** Past experience in instrumental music; Audition required.
Grade Level(s): 9-12
Notes: $100.00 Fee - $25.00 Summer Fee for school owned instruments. All other instruments must be purchased or rented. $5.50 per uniform cleaning as needed.

These courses are open to members of the orchestra who have a desire to play a wide variety of musical selections. Instrumental String Ensemble is designed to allow students to explore in depth string ensemble playing in addition to orchestra playing. Small to medium ensemble playing will be emphasized.

CHORAL MUSIC

Choir I: First Year of High School Choir, 1 credit (state)
Choir II: Second Year of High School Choir, 1 credit (state)
Choir III: Third Year of High School Choir, 1 credit (state)
Choir IV: Fourth Year of High School Choir, 1 credit (state)

Choir I – IV, 1-4 credit(s) (state) **GPA Level 2**
8511/8531/8551/8571 Symphonic Mixed (I- 8511; II – 8531; III – 8551; IV -8571)
8503/8523/8543/8563 Concert Choir (I- 8503; II – 8523; III – 8543; IV – 8563)
8505/8525/8545/8565 A cappella Women (I- 8505; II – 8525; III – 8545; IV -8565)
8507/8527/8547/8567 Men's Chorus (I – 8507; II – 8527; III – 8547; IV – 8567)
8501/8521/8541/8561 Treble Choir (I – 8501; II – 8521; III – 8541; IV – 8561)
8513/8533/8553/8573 Fine Arts Choir (I – 8513; II – 8533; III – 8553; IV -8573)
Grade Level(s): 9-12 **Prerequisite(s):** Audition
Notes: $20.00 Fee.

These choir classes emphasize ensemble singing, music theory, listening, and performance. Students will comprise various classes according to achievement levels monitored by periodic auditions. The classes may be composed of all males or all females, or they may be mixed according to number and distribution of voices available. The names of these groups differ with the high schools in which they are organized. These groups may participate in UIL and TMEA competitions.

8881/8883/8885/8887 Vocal Ensemble I-IV 1-4 credit(s) (state) **GPA Level 2**
(I–8881/II–8883/III-8885/IV-8887) **Prerequisite(s):** Audition
Grade Level(s): 9-12
Notes: Performance Uniform Required.

This class is offered in conjunction with choir. Vocal Ensemble provides students with the opportunity to work on a variety of musical performing styles and techniques, and to improve self expression in additional performance activities. Students will study and perform in ensembles of different sizes from the standard choral music organization. In-depth vocal techniques to develop vocal quality and tone production will be utilized in the study of diverse ensemble styles. These advanced ensembles perform a wide variety of musical styles including traditional choral music, madrigals, show choir, jazz, swing, and popular music. Performance is stressed and some time is devoted to choreography. The names of these groups may differ with the high school in which it is organized. Through the awareness and experiences provided, students can explore career opportunities in this field and be provided with the tools to be involved in vocal performance opportunities throughout their lives.

DANCE

Dance I: First Year of High School Dance, 1 credit (state)
Dance II: Second Year of High School Dance, 1 credit (state)
Dance III: Third Year of High School Dance, 1 credit (state)
Dance IV: Fourth Year of High School Dance, 1 credit (state)

8901 Dance I, 1 credit (state) **GPA Level 2**
Grade Level(s): 9-12 **Prerequisite(s):** None
Notes: Successful completion will fulfill and waive the State requirements for one year of PE. This waiver does not count as credit. Students will still need to receive the required number of total credits for graduation. Information regarding required dance attire will be addressed by the instructor. Dance performances may be required in venues after school.

Dance I is an introductory course that provides the students with an exploration of the basic fundamentals of movement. Ballet, folk/ethnic, jazz, tap, precision dance, modern and choreography are the dance elements that will be emphasized. In addition, students will receive a brief historical dance overview. Students will have the opportunity to perform basic dance skills which will increase their self-confidence, self-discipline, and dance appreciation.

8911 Dance II, 1 credit (state) **GPA Level 2**
Grade Level(s): 10-12 **Prerequisite(s):** Dance I; Audition
Notes: Successful completion will fulfill and waive the State requirements for one year of PE. This waiver does not count as credit. Students will still need to receive the required number of total credits for graduation. Information regarding required dance attire will be addressed by the instructor. Dance performances may be required in venues after school.

Dance II is an extension of Dance I with a continuing dance curriculum that emphasizes dance vocabulary, various choreographic skills, kinesthetic awareness, and a historical overview of dance. Students will have the opportunity to perform a variety of dance styles and techniques. Performances of dance skills achieved will help build self-confidence using the body as an expressive instrument.

8921 Dance III, 1 credit (state) **GPA Level 2**
Grade Level(s): 11-12 **Prerequisite(s):** Dance II; Audition
Notes: Successful completion will fulfill and waive the State requirements for one year of PE. This waiver does not count as credit. Students will still need to receive the required number of total credits for graduation. Information regarding required dance attire will be addressed by the instructor. Dance performances may be required in venues after school.

Dance III provides a progressing curriculum with emphasis on basic dance foundation. Perception, creative expression, performance and cultural heritage will be demonstrated. Dance students will be encouraged to promote understanding of themselves and others through effective interactions within the community. By mastering movement skills the students will have a better insight into self-discipline and maintenance of a healthy body.

8931 Dance IV, 1 credit (state) **GPA Level 2**

Grade Level(s): 12 **Prerequisite(s):** Dance III; Audition

Notes: Successful completion will fulfill and waive the State requirements for one year of PE. This waiver does not count as credit. Students will still need to receive the required number of total credits for graduation. Information regarding required dance attire will be addressed by the instructor. Dance performances may be required in venues after school.

Dance IV provides students with an advanced dance curriculum with a continuing emphasis on all basic dance knowledge and skills. Students will be encouraged to demonstrate refined kinesthetic and spatial awareness, lead peers in the performance of dance movements, and extend their multicultural studies and events.

8941 Advanced Dance I, 1 credit (state) **GPA Level 2**

Grade Level(s): 9-12 **Prerequisite(s):** Audition

Notes: Successful completion will fulfill and waive the State requirements for one year of PE. This waiver does not count as credit. Students will still need to receive the required number of total credits for graduation. (Teacher recommended dance attire required). Information regarding the required dance attire will be addressed by the instructor. Dance performances may be required in venues after school. Selection will be determined by the dance instructor through an audition process

Advanced Dance I is a higher-level introductory course that provides students with a continuing emphasis on all basic dance knowledge and skills. Ballet, folk/ethnic, jazz, tap, precision dance, modern and choreography are the dance elements that will be emphasized. In addition, students will receive a brief historical dance overview. Students will have the opportunity to perform a variety of dance styles and techniques that will increase their self-confidence, self-discipline, and dance appreciation.

8951/8961/8971 Advanced Dance II–IV,), 1-3 credit(s) (state) **GPA Level 2**

II – 8951; III 8961; IV 8971 **Prerequisite(s):** Audition

Grade Level(s): 10-12

Notes: Successful completion will fulfill and waive the State requirements for one year of PE. This waiver does not count as credit. Students will still need to receive the required number of total credits for graduation. Drill Team members will be placed in these courses in the appropriate skill level. All Drill Team dance activities will be after school. Information regarding the required dance attire will be addressed by the instructor.

Advanced Dance II-IV provides students with an advanced dance curriculum with a continuing emphasis on all basic dance knowledge and skills. Students will be encouraged to demonstrate refined kinesthetic and spatial awareness, lead peers in the performance of dance movements, and extend their multicultural studies and events. The culminating activity of these courses incorporates the combined dance skills including choreography, costume and set design, in individual and ensemble performances.

INDEPENDENT STUDY MENTORSHIP

See page 166 for more information.

7499 Independent Study Mentorship (Adv Acad), 0.5 credit (state) **GPA Level 1**
Grade Level(s): 11-12 **Prerequisite(s):** Enrollment Limited/Application Required.
Notes: A possible Distinguished Achievement Plan advanced measure.

Independent Study Mentorship is a course designed for the student ready to study a particular profession. With the mentor and the teacher-facilitator, each ISM student creates a unique plan of study and receives individual instruction. The ISM student leaves the high school campus and goes to the mentor's place of business to study with professionals. ISM is a one-semester class, but may be taken twice for Advanced Academic credit. Students in this course must perform at a collegiate or professional level.

Students must:
1. Complete an in-depth study in an area of interest.
2. Document three to five hours of work each week.
3. Submit weekly logs of documentation.
4. Meet with a mentor on a regular basis.
5. Present a final project.
6. Follow all school policies and represent Clear Creek Independent School District in a respectful and professional manner.

INDEPENDENT STUDY

Independent Study is a program designed for students with interests at the professional level. This course is a project-based learning experience developed by a student under the supervision of a teacher. The project provides opportunities for an in-depth study in a particular curricular area. The student demonstrates the ability to utilize a variety of resources, advanced technology, and communication skills in the development and presentation of the project. Students must complete the same requirements as the Independent Study Mentorship Program.

Students must:
1. Complete an in-depth study in an area of interest.
2. Document three to five hours of work each week.
3. Submit weekly logs of documentation.
4. Meet with a mentor on a regular basis.
5. Present a final project.
6. Follow all school policies and represent Clear Creek Independent School District in a respectful and professional manner.

The following Independent Study courses are available in CCISD:

1699 Independent Study : Speech/Debate (Adv Acad), 1 credit (state) **GPA Level 1**
Grade Level(s): 11-12 **Prerequisite(s):** Debate III
Notes: None

This is a full-year course for students who wish to work independently in the area of speech.

1899 Independent Study: Journalism (Adv Acad), 1 credit (state) **GPA Level 1**
Grade Level(s): 11-12 **Prerequisite(s):** Application Required.
Notes: None

This course is designed for editors of the school newspapers and yearbooks. This class provides these advanced students the opportunity to complete production work on their publication. Technology Applications (Desktop Publishing) credit may be available for Yearbook IV. Check with your counselor for details.

1999 Independent Study: English (Adv Acad), 0.5 credit (state) **GPA Level 1**
Grade Level(s): 11-12 **Prerequisite(s):** Application required
Notes: A possible Distinguished Achievement Plan advanced measure

2999 Independent Study: Mathematics (Adv Acad), 0.5 credit (state) **GPA Level 1**

Grade Level(s): 11-12 **Prerequisite(s):** Application required; Completion of Precalculus.

Notes: A possible Distinguished Achievement Plan advanced measure. May be repeated for a maximum of one state credit.

4999 Independent Study: Social Studies Research Methods (Adv Acad), 0.5 credit (state) **GPA Level 1**

Grade Level(s): 11-12 **Prerequisite(s):** Application required

Notes: A possible Distinguished Achievement Plan advanced measure. May be repeated for a maximum of one state credit.

2899 Independent Study: Computer Science (Adv Acad), 1 credit (state) **GPA Level 1**

Grade Level(s): 11-12 **Prerequisites:** Completion of Computer Science A.

Notes: $20 Fee; Meets technology credit requirement.

7299 Independent Study: Arts and Communications Technology (Adv Acad), 1 credit (state) **GPA Level 1**

Grade Level(s): 11-12 **Prerequisite(s):** Web Technologies I or Graphic Design and Illustration I

Notes: $10.00 Fee

This independent study course allows students to continue their studies in either Graphic Design and Illustration or Web Technologies. Students will demonstrate the ability to use a variety of resources, advanced technology, and communication skills in the development and presentation of a project.

7599 Independent Study: Health Science Technology (Adv Acad), 0.5credit (state) **GPA Level 1**

Grade Level(s): 11-12 **Prerequisite(s):** Application required

Notes: A possible Distinguished Achievement Plan advanced measure. May be repeated for a maximum of one state credit.

7999 Independent Study: Scientific Research and Design (Adv Acad), 1.0 credit (state) **GPA Level 1**

Grade Level(s): 11-12 **Prerequisite(s):** Application required

Notes: A possible Distinguished Achievement Plan advanced measure.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) AND SHELTERED INSTRUCTION

It is the goal of the Clear Creek Secondary English Language Learner (ELL) Program to develop the English fluency of our English Language Learners by providing academic, linguistic, social and cultural support for the ELL student, through English for Speakers of Other Languages (ESOL) and Sheltered Instruction strategies in the core content areas, which may include use of the Sheltered Instruction Observational Protocol (SIOP) model. The ELL Program enables our English Language Learners to become competent in the comprehension, speaking, reading, and composition of the English language. Through the integrated use of second language methodology and sheltered instruction students also master the Texas Essential Knowledge and Skills of English Language Arts in addition to the core content areas of mathematics, science and social studies. The program is designed to transition the ELL student with limited English fluency to an advanced level of speaking, listening, reading, and writing within the developmental time frame suggested by the Texas Education Agency.

Only students with limited English proficiency may qualify for the ESOL/ELL program. Course placement will be determined by LPAC based upon student testing. The following courses are designed specifically for English Language Learners and are taught using second language acquisition methodology:

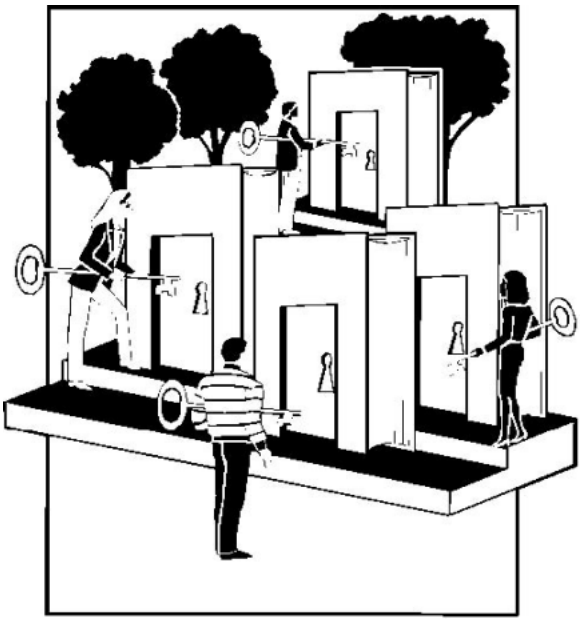
English

Mathematics

Science

Social Studies

Educational Planning For Life:



Finding the Right Key to Unlocking Your Future

COLLEGE TIMELINE GRADES 8-10

GRADE 8

_____ Consult 8th grade counselor and teachers for appropriate course selections.

_____ Choose the most appropriate graduation plan for your proposed post-high school endeavors.

_____ Attend student/parent evening programs for high school/college planning.

_____ Complete your 8th grade Naviance Family Connection milestones and four year graduation plan.

_____ Students with disabilities please bring your career interests from Naviance and four year graduation plan to your ARD meeting to provide information on your transition plan.

GRADE 9 – FRESHMAN YEAR

_____ Plan your high school program of studies with your parents.

_____ Request college catalogs from colleges of interest to you and plan your high school program of studies accordingly. For example, many colleges and universities require two or more years of a Language Other Than English.

_____ Refer to "Helpful Internet Addresses" on page 193 for additional resources.

_____ Begin researching your career choices and the educational requirements of each.

_____ Attend military academy presentation in your regional area.

_____ Develop good study habits.

_____ Participate in a variety of extracurricular activities.

_____ Complete your 9th grade Naviance Family Connection milestones and four year plan.

_____ Students with disabilities please bring your career interests from Naviance Family Connection and four year graduation plan to your ARD meeting to provide information on your transition plan.

_____ Check out books, videos, software from career center.

_____ Choose your 10th grade year courses wisely!

_____ Attend College Night program with your parents.

_____ Meet with college representatives as they visit your school.

GRADE 10 – SOPHOMORE YEAR

AUGUST

_____ Check credits to make sure you are on schedule for graduation requirements.

_____ Check to make sure your courses meet college entrance requirements.

SEPTEMBER

_____ Review for the PSAT/NMSQT. Study the PSAT/NMSQT Student Bulletin and old tests. Use computer software and printed aids for study and review additional materials at www.collegeboard.com.

OCTOBER/NOVEMBER

_____ Refer to "*Helpful Internet Addresses*" on 193 for additional resources.

_____ Take the PSAT/NMSQT for practice. On the test form, check the box which will put you on the mailing list for college information.

_____ Complete your 10th grade Naviance Family Connection milestones and four year plan.

_____ Students with disabilities please bring your career interests from Naviance Family Connection and four year graduation plan to your ARD meeting to provide information on your transition plan

_____ Attend College Night program with your parents.

DECEMBER/JANUARY

_____ Plan a program of study for your junior year with your counselor. Learn about opportunities to earn college credit or advanced placement (College Board Advanced Placement Testing). Take as many academic courses as possible.

_____ Study your PSAT/NMSQT score report. Compare items missed with the correct responses.

_____ Attend District Financial Aid Night with your parents.

_____ Attend programs about Dual Credit options at your high school campus.

THROUGHOUT THE YEAR

_____ Continue taking appropriate courses.

_____ Maintain good grades.

_____ Gather and review information about colleges.

_____ Investigate costs of various college programs.

_____ Continue to review career choices. Check out materials.

_____ Choose 11th grade year courses wisely!

_____ Explore opportunities for college dual-enrollment credit.

_____ Meet with college representatives as they visit your school.

_____ Participate in community activities and keep log documenting hours served.

_____ Seek ways to develop your leadership skills.

*Students with disabilities—please contact your counselor at least 8 weeks prior to registration for any entrance exam to discuss any accommodations for testing based on ARD committee recommendations.

COLLEGE TIMELINE FOR JUNIORS

AUGUST/SEPTEMBER

_____ **Review** high school coursework and activity plans. Consider graduating on the highest graduation program – the Distinguished Achievement Program. See your counselor for details.

_____ *Remember, colleges are looking for the following*:

- Challenging coursework
- Strong GPA
- Involvement in extracurricular activities

_____ If you do not already have one, obtain a **Social Security** number. It is necessary to apply for college and financial aid.

_____ Consider taking an **SAT** course to prepare for upcoming SATs.

_____ **Attend College Night.**

_____ Put together a **list** of 10 **colleges** you are interested in. Plan to apply to at least 3-5 schools.

_____ Talk to your parents and high school counselor about where you want to go to school.

_____ Study and register for the **PSAT** (Preliminary SAT). See your counselor for details. Check out additional practice materials at www.collegeboard.com.

OCTOBER

_____ Take the **PSAT/NMSQT**. (Remember to *take your calculator*.)

NOVEMBER

_____ Complete your 11th grade Naviance Family Connection milestones and four year plan.

_____ Students with disabilities please bring your career interests from Naviance Family Connection and four year graduation plan to your ARD meeting to provide information on your transition plan

_____ Look into eligibility requirements for federal and private student loans.

_____ Refer to "*Helpful Internet Addresses*" on page 193 for additional resources.

_____ **Attend** Financial Aid night. Check with your counselor for dates and times.

JANUARY

_____ **PSAT*** score report should be in. Use the guide to interpret and understand your score.

_____ **Plan to take the SAT*, SAT Subject Tests*, or ACT* exams if necessary**. Check with the colleges you're applying to for specific testing requirements. Pick up registration forms in the counseling office.

_____ If you plan to apply for a ROTC scholarship or admission to a service academy, write for application packets.

_____ **Read catalogs** or visit the web sites of the 3-5 colleges that interest you most. Consider college visits for next year.

FEBRUARY

_____ **Register** and study for the **SAT* and/or ACT*** exams.

MARCH/APRIL

_____ Plan a college visit during Spring Break.

_____ Begin investigating outside funding resources of **financial aid**.

_____ Check credits to make sure you are on schedule for graduation requirements.

_____ Plan a program of study for your senior year with your counselor. Learn about opportunities to earn college credit or advanced placement (College Board Advanced Placement Testing). Take as many academic courses as possible.

_____ Register for AP tests.

_____ Register for college entrance tests (SAT*, ACT*, SAT Subject Tests*).

_____ Begin working on your **"Résumé**,**"** listing awards, extracurricular activities, work experience, and other pertinent information.

MAY

_____ Take the **SAT* and/or ACT*** exam. . It is critical to take a college admissions test before your senior year. We recommend you take both the SAT* and ACT* tests to determine which style of test is best for your.

_____ Take SAT Subject* test if needed.

_____ Take any **AP exams** you have registered for.

_____ Consider **scheduling college visits** for summer months if possible.

JUNE

_____ Obtain a summer **job** that might be related to your career interests.

_____ Look for **volunteer** opportunities.

_____ **Save** money, if possible, to help pay for college costs.

_____ Schedule college visits if you can coordinate it with travel plans.

_____ Keep a record of the advantages and disadvantages of each college.

_____ Request catalogs, applications, financial aid information, and specific information about your proposed major area of study. Check catalogs for SAT Subject Tests or ACT requirements.

_____ Create a list of persons who you will ask to write a letter of recommendation for you.

_____ Check out the web.

*Students with disabilities—please contact your counselor at least 8 weeks prior to registration for any entrance exam to discuss any accommodations for testing based on ARD committee recommendations.

COLLEGE TIMELINE FOR SENIORS

AUGUST/SEPTEMBER

_____ Refer to *"Helpful Internet Addresses"* on page 193 for additional resources.

_____ Meet with your guidance counselor to review your records and complete your senior contract. Submit required recommendation "brag sheet" to your counselor.

_____ Register with **NCAA Clearinghouse** if you are planning to play college sports.

_____ Register for **ACT* or SAT*** or **SAT Subject*** tests if necessary. (If you miss the first fall test date, your next opportunity may be too late to send scores to your college choices.)

_____ Complete **senior résumé forms** to be used for recommendations. If you will need recommendations written for your applications, contact those teachers, counselors, or other individuals this month.

_____ Narrow **college choices** to a few schools and write for applications. Your selection should include at least one that you feel will definitely accept you.

_____ Pick up the **"Texas Common Application"** from the Counseling Center if you are applying to any Texas Public University. Apply online at www.applytexas.org. A universal "Common Application" is also available for private colleges.

_____ Send for or download application materials/financial aid information if you have not already done so.

_____ Apply for any and all **scholarships** for which you qualify. Check the counseling office weekly for additional scholarship opportunities. See *"Helpful Intemet Addresses"* on page 193 for possible scholarship searches.

_____ If your college or scholarship applications require **essays**, **GET STARTED**. Choose an English teacher to help you critique your work.

_____ Talk with teachers and other individuals who know you well regarding recommendations.

_____ Check college catalogs and websites for deadline dates for application for admissions, housing, financial aid, required entrance exam (SAT* or ACT*) and acceptable financial aid form (FAFSA or Profile).

_____ Begin processing college application forms.

_____ If you are a candidate for early decision, file your application in time to meet that deadline. Also be sure to check the LAST acceptable test date for an early decision candidate.

_____ Continue preparation for SAT* or ACT* tests.

_____ Schedule college tours. Check your school calendar for dates when you are not in school other than holidays. Use these. Call or write ahead for an appointment. Observe CCISD attendance policy.

_____ Meet with college representatives when they visit your high school.

_____ Maintain good grades.

OCTOBER

_____ **Attend College Night.**

_____ Continue processing application and recommendation forms to guidance counselors and teachers for completion of their sections. (Teachers and counselors are asked to write numerous recommendations – **always allow at least three weeks** for them to complete recommendations.) Follow your campus **counseling office procedure.**

_____ Arrange for transcripts and recommendations to be sent to colleges. Provide a stamped, self-addressed envelope, if needed. Colleges prefer to receive the entire application package together.

_____ Continue to fill out application forms. On-line applications are preferable for many colleges. Be sure to follow the directions. Many colleges require essay responses. Allow yourself ample time to do a good job. Use spelling and grammar software to check your essay.

_____ Meet application deadlines for early decision or early action (usually November 1), housing, scholarships, or financial aid as stated by each college. CAUTION: these deadlines may vary by college or university.

_____ Take/retake the SAT* or ACT*, if necessary.

_____ Find out the SAT Subject Tests* requirements of your college choices. If required, register to take SAT* subject tests on a date when you will NOT be taking the SAT*. **You are not permitted to take the SAT* and SAT Subject Tests* on the same date.**

_____ Continue to mail college application forms, even if you have submitted an early decision or early action application.

NOVEMBER

_____ Continue to study hard because your first semester senior year grades are very important. Most colleges request a copy of your 1st semester senior grades for admission consideration.

_____ Continue to complete college applications for admissions. Follow up on letters of recommendation. Request transcripts as needed. Copy ALL forms before you mail them. Mail to meet deadlines as stated by colleges and universities.

_____ Take/retake ACT*, SAT* or SAT Subject Tests* if necessary.

_____ All recommendations that have deadlines through January 15 must be submitted to the counselor by December 1.

_____ Attend District Financial Aid Night with your parents.

DECEMBER

_____ Look back over your timeline to be sure you have completed each step in the college admissions process.

_____ Most application(s) should be mailed before January first.

_____ Request that SAT* or ACT* scores be sent to all colleges to which you have applied. If you did not list them when you registered for the tests, fill out the special form for additional college scores. These forms are available in the counseling office. These scores may be ordered by telephone or on the ACT* or College Board websites.

_____ Expect notification of early decision acceptance or deferral by December 15.

_____ Take the SAT Subject Tests* that are required by the colleges of your choice. (You signed up for these in October.)

_____ Ask your parents to begin gathering their financial information.

_____ The Federal Application for Financial Aid (FAFSA) or College Scholarship Service Profile must be filed January 1st or later.

_____ Consider completing your FAFSA on the web for a faster response from the government (www.fafsa.ed.gov).

JANUARY

_____ Complete financial aid forms as needed (Profile/ FAFSA). Mail as soon after January 1 as possible. Mail any supplemental financial forms required by the colleges of your choice.

_____ Research scholarships and loans.

_____ Check with your guidance counselor to make sure that any mid-year reports are completed and returned to colleges which request them.

FEBRUARY

_____ Keep your grades up . . . finish strong . . . remember that you will be accepted to college **"Pending the successful completion of your 12th grade course work."**

_____ Check deadline dates for financial aid/scholarship grants. Many forms are due March 1.

MARCH

_____ Register for AP tests as appropriate.

APRIL

_____ Look for acceptance notices. April 1st is the most popular date for colleges to notify students.

_____ Carefully choose your college and write the college a letter of acceptance, which the college should receive before May 1.

_____ Write other colleges to decline their acceptance (also before May 1).

_____ If you are wait-listed and wish to be kept in consideration, be sure to advise the college in writing.

_____ If all colleges send rejections, don't panic! There are several alternatives. See your counselor immediately to explore other possibilities.

_____ Finalize plans for housing, financial aid, and/or scholarships.

_____ Make any deposit required by the institution you plan to attend. May 1st is the generally accepted nationwide deadline for deposits for fall term. Be sure to check with your college for their exact requirements.

MAY

_____ Make final choice of college or university, if you have not already done so. Complete all details concerning college admissions.

_____ Notify your counselor of your final college choice and whether you have been awarded any scholarships (academic, athletic, artistic, dramatic, or musical— **NOT LOANS**.)

_____ Complete Final Transcript and Scholarship form.

_____ Complete SENIOR EXIT FORM indicating colleges applied to, scholarships and grants awarded, and where you want your final transcript to be sent.

_____ Take AP test(s) as previously decided.

JUNE

_____ Attend graduation ceremonies and celebrate. **HAVE A HAPPY GRADUATION!**

_____ When you receive your Advanced Placement Test grades, if you have not already requested that the scores be sent to the college that you will be attending, request the College Entrance Examination Board to do so.

_____ Participate in the orientation program of the college you will attend. This may have occurred in the spring, during the summer or just prior to the fall term.

_____ Consider taking College Level Examination Program (CLEP) exams when you get to college.

*Students with disabilities—please contact your counselor at least 8 weeks prior to registration for any entrance exam to discuss any accommodations for testing based on ARD committee recommendations.

WHAT TO DO ABOUT SENIORITIS – MAKE YOUR SENIOR YEAR COUNT

Seniors have worked hard for three years, taking tests, completing projects, and preparing for college admission. When the senior year rolls around, some students just want to get through college applications and relax before they head off to the college of their choice. Also known as senioritis, taking it easy during the senior year may seem like a nice break, but is likely to do more harm than good.

According to recent reports, incomplete high school preparation can contribute to academic problems in college.

- *As many as half of all college students do not have adequate academic preparation, and are required to take remedial courses.*
- *More than one quarter of the freshmen at 4-year colleges and nearly half of those at 2-year colleges do not even make it to their sophomore year.*

Not only does senioritis jeopardize your chances for success later on in college, it can also affect your grades – and college admission officers pay close attention to your performance senior year. **Highly competitive colleges may rescind admission/scholarship offers as a result of poor performance during the senior year.**

Senior-Year Grades and College Admission. Many students mistakenly believe that prepping for college ends after the eleventh grade. However, the senior year – the entire senior year – is actually of particular interest to colleges.

Applying. Many college applications (including the Common Application) require you to list your senior courses, including information about course levels and credit hours. It will be very obvious to the admission officers if you've decided to "take the year off." Many colleges also include as part of the application a form called the mid-year grade report. Your counselor completes this form with first-half grades and sends it to the colleges to which you've applied. It then becomes a crucial part of the application folder.

If You Are Accepted. Many college acceptance letters include warnings to students such as "Your admission is contingent on your continued successful performance." This means colleges reserve the right to deny you admission should your senior year grades drop. Mary Lee Hoganson, College Counselor for Homewood-Flossmor Community High School, Flossmor, Illinois writes: "It is not at all rare for a college to withdraw an offer of admission when grades drop significantly over the course of the senior year. (I have a folder full of copies of these letters.)"

How to Make the Most of Your Senior Year. Senior year is your opportunity to strengthen your skills and broaden your experiences, in school and out, to prepare for all of the challenges ahead. A successful senior year can help launch you on the path to a successful future.

Maintain a Challenging Course Load. You should take the most rigorous courses available, and be sure to continue taking college-track subjects. Consider AP courses, where you can earn credit at many colleges.

Stay Active and Involved. Your continued involvement in activities, sports, volunteer work, etc. will help you stay active and focused throughout your final year. A great internship or career-focused job opportunity can help motivate you to start considering your career options. Meaningful and significant experiences will help prepare you to make informed decisions about your education and career goals.

Try Out College Early. If you're interested in pursuing a subject further, and have excelled at your high school classes so far, consider taking a class at a local college. This challenge can help you avoid sliding into an academic slump, and stimulate your interest in the possibilities of college. Another option in many areas is "middle college" or "early college" high schools. These schools, normally located on community and four-year college campuses, allow students to spend their last two years taking classes in both college and high school. Early exposure to college classes introduces you to the rigor of college work while easing your transition from high school.

Sources: *National Commission on the High School Senior Year, The Lost Opportunity of Senior Year; Finding a Better Way – Summary of Findings, 2001. Barth, P., Haycock, K., Huang, S. and Richardson, A., Youth at the Crossroads; Facing High School and Beyond. Washington, DC: The Education Trust, 2000.*

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HELPFUL HINTS FOR A VISIT TO A COLLEGE CAMPUS

Important Note: Students may have two college visits in their Junior year and two in their Senior year, with two week prior approval of their grade level assistant principal and a letter from the college or university verifying the visit.

Preparing for a College Campus Visit

Know Before You Go

It may be tempting to just yell "road trip!" and head out to campuses, but you will get more out of your visits if you plan ahead.

Research the College

It is important to know something about the college before you arrive on its campus, especially if you have an interview scheduled.

- Review the viewbooks, course catalogs, and any other materials the college sends to prospective students.
- Spend some time surfing their website.
- Talk to currently enrolled students or alumni about their college. Some college websites let you contact them online, or you can get their contact information from the admission office.

Scheduling Your Trip

Pick a time that is convenient to you, but try to go when classes are in session. That way, you can sit in on a lecture or stay in a dorm overnight. You will only get a true feel for the campus if you are there on a day when classes are in full swing.

Schedule your time on campus, too, to make sure you will have time for everything you want to do:

- Find out how often college tours run, and if you have to sign up in advance.
- Be sure to get a map of the school. You do not want to spend half your day trying to park or find the admission office.
- If an interview is suggested, make an appointment. Also, consider meeting with the financial aid officer.
- If you are curious about a club, program, or a sport, arrange to attend a practice, rehearsal, or meeting.

Campus Visit Checklist

Make the Most of Your Trip

Here are things you should not miss while visiting a college. Take a look at this list before planning campus trips to make sure that you allow enough time on each campus to get a sense of what the school life of its students is really like:

- Take a campus tour.
- Have an interview with admissions officer.
- Get business cards and names of people you meet for future contacts.
- Pick up financial aid forms.
- Participate in a group information session at the admissions office.
- Sit in on a class of a subject that interests you.
- Talk to a professor in your chosen major or in a subject that interests you.
- Talk to coaches of sports in which you might participate.
- Talk to a student or counselor in the career center.
- Spend the night in a dorm.
- Read the student newspaper.
- Try to find other student publications – department newsletters, alternative newspapers, literary reviews.
- Scan bulletin boards to see what day-to-day student life is like.
- Eat in the cafeteria.
- Ask a student why he/she chose this college.
- Wander around the campus by yourself.
- Read for a little while in the library and see what it is like.
- Search for your favorite book in the library.
- Ask a student what he/she hates about the college.
- Ask a student what he/she loves about the college.
- Browse in the college bookstore.
- Walk or drive around the community surrounding the campus

Pack a Camera and Notebook

Was it X College or Y University that had that excellent exercise equipment in the gym? Where did I talk to that cool psychology professor? You think you will remember everything, but you will be surprised how colleges start to merge after you have seen a few.

What is Important to You

Make a list of what college characteristics are most important to you, so you know what to evaluate. Do you feel overwhelmed in a large lecture hall? Checkout the class size. Do you have your heart set on joining a sorority or fraternity? See what the Greek system is like on campus. Is there a particular major that you want to pursue? Talk to current students or professors in that department.

TESTS FOR COLLEGE-BOUND STUDENTS

PSAT*(Preliminary SAT/National Merit Scholarship Qualifying Test)

The PSAT/NMSQT, a short form of the SAT, measures verbal reasoning, mathematical problem solving, and writing skills. It serves four purposes:

- allows students to compare their academic abilities with other college-bound students at their specific grade level;
- familiarizes students with the SAT,
- allows college-bound juniors to compete for National Merit Scholarships when taken as a junior, and
- identifies potential success in AP courses for sophomores and juniors through "AP Potential".

The test is offered only in October and should be taken by all sophomores and juniors.

To make the best possible use of PSAT/NMSQT results, review the "Report of Student Answers" to determine how you performed on each type of question. Noting the kinds of mistakes made can help you identify your areas of weakness and assist you in planning SAT preparation. Review your potential success in AP courses through AP Potential. www.collegeboard.com

COLLEGE ADMISSION TESTS

Different colleges require different admission tests. To find out which tests are required, you should check the catalogs of any colleges to which you plan to apply. Most colleges require the scores of the SAT or ACT. Both of these should be taken in the spring of your junior year to determine which test best suits your testing style.

Application forms for the tests are available in the guidance offices of the high schools. It is your responsibility to have your scores sent directly to the colleges of your choice from the testing agency.

SAT Reasoning Test

Many two and four-year colleges require SAT scores as part of their admissions requirement. The SAT Reasoning Test is a measure of the critical thinking skills you'll need for academic success in college. The SAT assesses how well you analyze and solve problems—skills you learned in school that you'll need in college. The SAT is typically taken by high school juniors and seniors. Each section of the SAT is scored on a scale of 200—800, with two writing subscores for multiple-choice and the essay.

The admission score varies among the colleges. If you plan to attend college, you are encouraged to take the test at the end of the junior year. If you do not earn the score needed for the colleges you are considering, you may take the SAT again during your senior year. If you are applying to a military academy, you must take the SAT in your junior year. The SAT is given seven times a year at a number of test centers in the area. Clear Creek High School and Clear Brook High School offer the test on some of the test dates. The SAT Reasoning Test includes a Writing section. www.collegeboard.com

ACT

Many two and four year colleges require ACT scores as part of their admissions requirement. The ACT assessment covers four subject areas: English, Mathematics, Reading, and Science Reasoning. The scores are reported for each subject area plus a composite score. The composite score ranges from 1-36 with 18 being average. Sub scoring range from 1-18. The admission score varies among the colleges. The ACT is offered six times a year. It is recommended that students take the test near the end of the junior year preferably in June right after having studied for your final exams. www.act.org

THEA (Texas Higher Education Assessment) Currently, THEA is required for admission to any Texas public college or university. Check the THEA registration booklet for test exemptions or changes (www.thea.nesinc.com).

ACCUPLACER is a test developed by College Board and is an alternative to THEA in some cases. The purpose of ACCUPLACER is to provide you with useful information about your academic skills in math, English, and reading. The results of the assessment, in conjunction with your academic background, goals, and interests, are used by academic advisors and counselors to determine your course selection. ACCUPLACER is used by College of the Mainland. See website: http://cpts.accuplacer.com/docs/studentguide.html

COMPASS is a computerized adaptive test developed by ACT that measures skills in reading, writing and mathematics to determine readiness for college-level courses. The COMPASS is an alternative to THEA and is used by San Jacinto Community College. See website: http://www.act.org/compass

COLLEGE CREDIT AND PLACEMENT TESTS

SAT Subject Test

Many colleges require the scores of two or more College Board SAT Subject Tests as part of the admissions process. These tests are one-hour multiple choice tests that measure the student's knowledge of a particular subject and his/her ability to apply that knowledge. The SAT Subject Tests are used by some colleges for placement. These tests are offered in several subject areas. You should take the appropriate test at the completion of the course. Any student considering taking the SAT Subject Tests should refer to a college catalog. www.collegeboard.com

AP (Advanced Placement) Examinations

Advanced Placement Examinations are based upon college-level courses taught in high school. They may enable the student to receive college credit, advanced placement, or both. Scores are reported on a five-point scale, with five being the highest score. A score of three or better is acceptable for advanced placement and college credit by most colleges. By exempting several freshman-level courses in this way, a student may realize substantial savings in college costs. All students enrolled in AP courses are expected to take the AP exams. www.collegeboard.com

CLEP (College Level Examination Program)

CLEP provides an opportunity for individuals who have acquired certain knowledge outside the traditional classroom to earn college credit by examination. The scores range from 200-800. Some colleges give credit for scores above 500, enabling students to skip certain courses. Before participating in the program, you should check the policy of the prospective college regarding the granting of CLEP credit and consult your high school counselor. www.collegeboard.com

Dual Credit

See Dual Credit section starting on page 72-76.

TESTS FOR STUDENTS WITH DISABILITIES

Students currently receiving special services through 504/Dyslexia or Special Education may qualify for special accommodation on college testing. See your counselor for further information.

GLOSSARY OF TERMS FOR COLLEGE-BOUND STUDENTS

Academic Achievement Record (AAR): An AAR (transcript) is a copy of a student's high school record. This document includes TAKS, SAT, ACT, and AP scores. Test scores will not be sent without written permission from student or parent. It must be mailed directly to the college admissions office from the high school. Students must make a request for the AAR to be mailed.

A final AAR is a copy of the student's record that identifies the student as having graduated. The student must inform the office if and where a final transcript is to be sent.

Admission Testing: The two major testing programs that are utilized for admission purposes are: (1) the SAT; and (2) the ACT. You should consult the individual college catalog to determine which test is required. It is your responsibility to have your scores sent directly from the testing agency to the college(s) of your choice.

Advanced Placement: College-level courses taught as a part of the high school curriculum are called Advanced Placement courses. Once you complete an Advanced Placement course, you may elect to take the AP exam. Depending on your score, you may be awarded college credit and/or assignment to an advanced course at the institution you choose to attend.

College Application: A college application is required by every college. It can be as simple as requiring only your name, address, telephone number, and the term you desire admittance, or as complex as one that requires detailed information such as references, letters of recommendation, essays and/or an autobiographical sketch.

> *While many colleges prefer that students apply online to their schools, applications may be typed or printed in dark ink and mailed. Many require a fee. You should consult your guidance counselor for the procedure for mailing transcripts with your applications.*

Concurrent and Dual Credit: Students enrolled in grades 9-12 are eligible to be awarded credit toward high school graduation for completing college-level courses.

College Catalog: The college catalog is a vital source of information for you. It describes the college's physical plant, campus, admission policies, costs, programs of studies, and individual courses.

College Visitation: Most colleges and universities encourage applicants and their parents to visit the campus. These visitation days are normally scheduled on a weekend so that students will not have to miss school. Students desiring to visit a college or university should contact the office of admissions for details. Follow school policy if missing a day of school.

College Work-Study Program: This is a government-supported financial-aid program coordinated through financial-aid offices whereby an eligible student (based on need) may work part time while attending class at least half-time, generally in college related jobs.

Common Application: Many universities/colleges use this generic application. These forms are available in the counseling center and on-line. (Common Application: www.commonapp.org) Texas Common Application: www.applytexas.org)

Cooperative Work-Study Education: This is a program in which the student alternates between full-time college study and full-time paid employment related to the area of study. Under this plan, the Bachelor's degree often requires five years to complete.

Free Application for Federal Student Aid: The FAFSA is the form required in the federal financial aid process. This form should be completed in January of the senior year. This form is used to collect information about the student's total family income, assets, and expenses and to assess the family's potential contribution toward college expenses. The FAFSA arrives after Thanksgiving and is available on-line. (http:// www.fafsa.ed.gov)

Grade Point Average (GPA): A student's final GPA on the AAR (transcript) is the average of all grade points earned for courses taken during grades 9-12.

Grant: Grants are gift awards made on the basis of financial need, which do not require repayment. Grants are available from the federal government, state agencies, and educational institutions.

Housing Deposit: Housing deposits are paid to reserve a room in a college or university dormitory. This fee is usually paid after acceptance to a college or university. Deadlines for housing deposits are usually strict. Students should respond promptly to requests for housing deposits. Check university guidelines.

Loans: Money that must be repaid.

Open Door Admissions: An Open Door Admissions Policy means that the college or university does not have a specific entrance requirement other than graduation from high school or its equivalent.

Pell Grant: A Pell Grant is financial aid awarded by the federal government on the basis of need, designed to provide the basis of an aid package for post-secondary education. The grant may be used toward tuition, room and board, books, or other educational costs, and requires no repayment.

Recommendations: Many colleges and universities require that students submit letters of recommendation with their application. These recommendations should include reference to the student's distinctive qualifications and academic ability. Students who request others to complete letters of recommendation for them should allow sufficient time (a minimum of three weeks) for the individuals to complete them. Recommendations are sent to the requesting agency.

Reserve Officers Training Corps (ROTC): Air Force, Army, Navy, and Marine programs, available on certain college campuses, combine military education with Baccalaureate degree study. ROTC provides financial support for those students who commit themselves to future service in the Armed Forces.

Scholarships: These are gifts of financial assistance. Financial need or special ability is sometimes considered.

Texas Common Application: Texas Common Application must be used to apply to any Texas public university. This can be done on-line (http://www.applytexas.org) or by hard copy.

Transcript: See Academic Achievement record.

COLLEGE ADMISSIONS FAQS

How difficult is it to be accepted into a college or university?

Almost anyone who graduates from high school can meet the admission requirements of a number of two-year colleges or four-year colleges and universities. Some of these institutions have open-door admission policies.

How early should I apply for admission to the colleges and universities of my choice?

The time to apply for admission will depend upon the application deadline of the colleges. Many colleges have fall and winter application deadlines, but a few institutions will accept applications as late as mid-summer. It would be wise to consult the college catalog about specific admissions policies of the institution in which you are interested.

Can I learn all I need to know about schools from their respective catalogs and websites?

College and university catalogs contain important and useful information concerning the schools. You can compare the specific course offerings listed by each college for your proposed major field of study. However, your decision to attend a particular school should be based on more than information obtained by reading a catalog. Campus visitation, including interviews with college officials, discussion with students on campus, and classroom visitations in your interest area, should play a part in reaching your final decision as to which institution to attend.

When I am being considered for admission, does the Admission Director look only at my ACT or SAT scores?

In considering admission applications, most admission directors are interested in reviewing high school courses taken, level of course (i.e., regular, PreAP, Adv Acad, or AP), grade point average (GPA), ACT or SAT scores, and counselor or teacher recommendations and extracurricular, work and leadership accomplishments.. Individual schools have varying criteria for admission. You should check with the college catalog for information on entrance requirements.

What should I do if I need financial help in order to attend the college of my choice?

Contact the Director of Financial Aid at the institution of your choice. This person can tell you what scholarships and other forms of assistance are available. Consult your high school counselor; your counselor has information on local, state, and national financial aid programs and scholarships. Most schools require that families complete a FAFSA and/or the Profile for Students to be considered for financial aid.

Are students in the top 10% of their graduating high school class automatically accepted at a Texas public college or university?

Yes, if they meet deadlines and college admission guidelines. They must also graduate on the Recommended High School Plan or the Distinguished Achievement Plan or meet college readiness scores on SAT/ACT.

Is it appropriate to apply to more than one college?

It would be an excellent idea to apply to all the institutions which you are seriously considering, in case you are not accepted by your first choice. Although you apply to a school and are accepted, you are not obligated to attend that school.

Do all colleges require an application fee?

Most colleges require a fee between $25.00 and $100.00. The fee must accompany an application for admission. In cases of financial need, this application fee is sometimes waived.

Are my high school grades important in being accepted into college?

High school grades are extremely important to most colleges. Your grades, more than any other single factor, best predict your probable success in college. Colleges, however, do not consider only your grades in their admission process. The SAT scores, the kind of courses taken, the level of the courses (regular, PreAP, Adv Acad, or AP), recommendations from your counselors, teachers, and principal, and your extracurricular record are all important factors in the college admission process.

What courses should I take before taking the SAT or ACT?

You should take Algebra I, Geometry, and Algebra II and on-grade level or above English (grammar and usage, composition, and literature). In addition, science and social studies courses are recommended because most of the reading comprehension questions deal with these subject areas.

When should I take the SAT or ACT?

You should take the SAT and ACT in the spring of your junior year. It is recommended that all testing including SAT Subject Tests be completed by December of the senior year.

What do I need to be eligible to participate in National Collegiate Athletic Association (NCAA) Division I athletics at college?

Proposition 48 requires that a freshman student entering a NCAA Division I institution must complete a core curriculum with a minimum number of specific academic courses and receive a minimum established combined score on the SAT verbal and math sections or a established minimum sum of scores on the ACT in order to be eligible to participate in intercollegiate athletics during the first year of attendance. NCAA Clearinghouse forms are available online at www.ncaa.org. More information is on pages 186 – 187.

What is THEA?

The Texas Higher Education Assessment (THEA) test provides information about the reading, mathematics, and writing skills of each student entering a Texas public college or university. (www.thea.nesinc.com)

What is ACCUPLACER?

The purpose of ACCUPLACER tests is to provide you with useful information about your academic skills in math, English, and reading. The results of the assessment, in conjunction with your academic background, goals, and interests, are used by academic advisors and counselors to determine your course selection. See website:

http://cpts.accuplacer.com/docs/studentguide.html

What is COMPASS?

COMPASS is a computerized adaptive test that measures skills in reading, writing and mathematics to determine readiness for college-level courses. The COMPASS is an alternative to THEA. See website: http:www.act.org/compass.

NCAA FRESHMAN – ELIGIBILITY STANDARDS
All students must register with the NCAA Initial-Eligibility Clearinghouse

The NCAA initial-eligibility rules have changed.

For students entering any Division I college or university on or after August 1, 2008, your NCAA initial eligibility will be evaluated under the 16 core-course rule as described on this sheet.

THE NEW RULE:

- **INCREASES** the number of core courses from 13 to **14**. This additional core course may be in any area: English, mathematics, natural/physical science, social science, foreign language, non-doctrinal religion/philosophy. The breakdown of core course requirements is listed below.
- **CHANGES** the Division I initial-eligibility index, or sliding scale. ***See the following page for the Core GPA/test score sliding-scale index*.**
- The 16 core-course rule **INCREASES** the number of core courses from 14 to **16** for Division I only. Students must complete **three** years of mathematics (Algebra I or higher), and **four** years of additional core courses. The additional core course may be taken in any area: English, mathematics, natural/physical science, social science, foreign language or non-doctrinal religion/philosophy. The breakdown of the requirements is listed below.

DIVISION I
16 CORE-COURSE RULE

16 Core Courses:
4 years of English
3 years of mathematics (Algebra I or higher)
2 years of natural/physical science (1 year of lab if offered by high school)
1 year of additional English, mathematics, or natural/physical science
2 years of social science
4 years of additional courses (from any area above or foreign language, nondoctrinal religion/philosophy).

DIVISION II

14 Core Courses:
3 years of English
2 years of mathematics (Algebra I or higher)
2 years of natural/physical science (1 year of lab if offered by high school)
2 year of additional English, mathematics, or natural/physical science
2 years of social science
3 years of additional courses (from any area above or foreign language, nondoctrinal religion/philosophy).

PLEASE NOTE: Computer Science courses may only be used for initial-eligibility purposes if the course receives graduation credit in mathematics or natural/physical science and is listed as such on the high school's list of NCAA-approved core courses.

Go to www.ncaa.org for additional information

OTHER IMPORTANT INFORMATION

- The 2009-2010 Guide for the College-Bound Student-Athlete published by the NCAA states that "Courses completed through credit-by-exam may not be used" to meet core-course requirements. Please refer to the NCAA website for further information at http://www.ncaapublications.com/Uploads/PDF/2009-10%20CBSA_Web5f0f3230-c5fb-422c-8c69-a572338d05be.pdf.

- In Division II, there is no sliding scale. The minimum core grade point average is 2.000. The minimum SAT score is 820 (Verbal and Math sections only) and minimum ACT sum score is 68.

- Students first entering a Division I collegiate institution on or after August 1, 2008, must meet the new 16 core-course rule.

- The SAT combined score is based on the Verbal and Math sections only. The new writing section will not be used.

For more information regarding the new rule, please go to https://web1.ncaa.org/eligibilitycenter/common/. Click on "Initial-Eligibility Clearinghouse" in the "My Links" section. You may also visit the clearinghouse Web site at www.ncaaclearinghouse.net

IF YOU HAVE QUESTIONS ABOUT NCAA ELIGIBILITY, PLEASE CALL THE NCAA INITIAL-ELIGIBILTY CLEARINGHOUSE TOLL-FREE AT 877-262-1492. YOU MAY ALSO CALL THE NCAA AT 317-917-6222.

Division I
Core Grade-Point Average/Text-Score Sliding Scale
New Core GPA/Test Score Index

Core GPA	SAT	ACT	Core GPA	SAT	ACT
3.550 & above	400	37	2.775	710	58
3.525	410	38	2.750	720	59
3.500	420	39	2.725	730	59
3.475	430	40	2.700	730	60
3.450	440	41	2.675	740 – 750	61
3.425	450	41	2.650	760	62
3.400	460	42	2.625	770	63
3.375	470	42	2.600	780	64
3.350	480	43	2.575	790	65
3.325	490	44	2.550	800	66
3.300	500	44	2.525	810	67
3.275	510	45	2.500	820	68
3.250	520	46	2.475	730	69
3.225	530	46	2.450	840 – 850	70
3.200	540	47	2.425	860	70
3.175	550	47	2.400	860	71
3.150	560	48	2.375	870	72
3.125	570	49	2.350	880	73
3.100	580	49	2.325	890	74
3.075	590	50	2.300	900	75
3.050	600	50	2.275	910	76
3.025	610	51	2.250	920	77
3.000	620	52	2.225	930	78
2.975	630	52	2.200	940	79
2.950	640	53	2.175	950	80
2.925	650	53	2.150	960	80
2.900	660	54	2.125	960	81
2.875	670	55	2.100	970	82
2.850	680	56	2.075	980	83
2.825	690	56	2.050	990	84
2.800	700	57	2.025	1000	85
			2.000	1010	86

TECHNICAL OR BUSINESS SCHOOL

Students desiring to pursue post-high school education at a technical or business school will want to contact several such schools, acquire details of admission and courses of study, and visit some of the classrooms and laboratories. Many of these schools have open-door admission policies.

Technical or Business School Checklist:

- ✓ Make a list of the schools that offer the occupational program of interest. These schools vary considerably in quality of programs and costs. (Check the Better Business Bureau).
- ✓ To obtain specific admission policies, consult your guidance counselor for information about technical schools that offer the program in which you are interested.
- ✓ Check the school's admission policy to make sure you have met all entrance requirements.
- ✓ Write or visit the school to obtain the necessary application forms.
- ✓ Complete application forms correctly. Enclose a check to cover the application fee (if required). Make the check payable to the institution.
- ✓ If at all possible, visit the selected school. Visit the specific training area and talk with the instructor.

MILITARY SERVICE

Students who are interested in entering a branch of the military services will want to contact one or more recruiting officers in order to determine the enlistment program that best meets personal interests. Many programs are available through each branch of military service.

Military Service Checklist:

- Make an appointment with the local recruiter of EACH branch of service to obtain current information on programs and entrance requirements.
- Before deciding on the branch of service, talk with relatives, friends, and others who have served or are currently serving in a branch of the Armed Forces to determine what military life is like in each branch of service.
- If you are considering entry into the military service, take the Armed Services Vocational Assessment Battery (ASVAB) during high school.
- Contact a recruiter of the branch of service of your choice.

SUPPLEMENTAL INFORMATION

COLLEGE ENTRANCE EXAMINATION DATES AND OFFERINGS

SAT Dates	ACT Dates	THEA Dates
Tentative Dates: October 9, 2010 November 6, 2010 December 4, 2010 January 22, 2011 March 12, 2011 May 7,2011 June 4, 2011 Check with the counseling office or on-line at www.collegeboard.com.	September 11, 2010 October 23, 2010 December 11, 2010 February 12, 2011 April 9, 2011 June 11, 2011	To Be Announced. Check with the counseling office or on-line at www.thea.nesinc.com.

Online Test Prep:

Naviance Family Connection – Study for SAT/ACT using Method Test Prep – An online course that will help you build your math, reading, writing, and SAT/ACT test prep skills. Through your school's Naviance Family Connection site, you will be able to complete the course and track all of the work you complete. Method Test Prep uses proven strategies that are clear and easy to understand for any type of learner and students have seen measurable progress using the course.

CCISD provides the Testing & Education Reference Center, an online program which will allow students to take practice tests for the TAKS, PSAT, SAT, ACT and AP exams. The program also provides information on scholarships, colleges, and careers. Students can learn valuable test-taking tips and discover their academic strengths and weaknesses. Go to www.ccisd.net. From Quick Links, choose Library@CCISD, then Testing & Education Reference Center on dropdown menu for Online Resources. Please talk to your school librarian for assistance or questions.

ADVANCED PLACEMENT DATES

Date	Morning Session 8:00 a.m.	Afternoon Session 12:00 p.m.	Afternoon Session 2:00 p.m.
5/2/11	Chemistry** Environmental Science**	Psychology	
5/3/11	Computer Science A** Spanish Language**	Art History	
5/4/11	Calculus AB** Calculus BC**	Chinese Language and Culture	
5/5/11	English Literature & Composition**	Japanese Language and Culture** Latin: Vergil**	
5/6/11	German Language** United States History	European History Studio Art (portfolios due)	
5/9/11	Biology** Music Theory**	Physics B** Physics C: Mechanics**	Physics C: Electricity & Magnetism
5/10/11	Government and Politics: United States	French Language** Government and Politics: Comparative	
5/11/11	English Language & Composition**	Statistics	
5/12/11	Macroeconomics** World History**	Microeconomics	
5/13/11	Human Geography** Spanish Literature**		

**Students should contact AP Services if a student would like to take exams that are scheduled for the same slot.

Some exams may be subject to change dates after the publication of this document.

WAIVER OF FEES

FP (Local)

Upon receipt by the District of reliable proof that a student and his or her parent or guardian are unable to pay a fee or deposit required by the school, such fee or deposit shall be waived. Such student and his or her parent or guardian must present evidence of their inability to pay to the appropriate principal who shall determine eligibility for a fee waiver.

Sample Résumé

Your Name

Your Street Address

North, TX 75000

Your Telephone Number

EDUCATION

Senior at North High School

GPA: 92.45

Class Rank: 83 in a class of 402

Significant Academic Endeavors: (International Baccalaureate candidate, etc.)

SCHOOL ACTIVITIES

National Honor Society, junior and senior years

Fellowship of Christian Athletes Vice President, junior year

Basketball Team, four years

Key Club, sophomore, junior, and senior years

AWARDS AND HONORS

National Merit semi-finalist

Ranked in the top quarter of class for four years

Spanish Achievement Award

Eagle Scout

LEADERSHIP EXPERIENCE

President of National Honor Society

Vice President of Senior Class

COMMUNITY AND CHURCH ACTIVITIES

North Hispanic Youth Council, senior year

Church Youth Group, Church Name, sophomore, and junior year

Boy Scouts of America, eight years

WORK EXPERIENCE

Materials Transportation Company welder, senior year

McDonald's Restaurant cook, junior year

VOLUNTEER SERVICE

Olin E. Teague Veterans Center, summer volunteer – 2006-2008

Denton County Rehabilitation Center, after school recreation volunteer – 2 years

WHAT DO YOU WANT TO KNOW?	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12
ACT On-line Registration	**											
ACT Sample Questions/Test	**											
ACT National Test Dates	**											
Admission Requirements					**	**						
AP Test Dates		**										
Applications On-line		**				**			**			
Career Search		**					**					
College Planning	**	**			**	**						
College Search		**	**									**
Cost of Education						**						
CSS Financial Profile		**										
Degrees Offered						**						
FAFSA Help			**	**								
Financial Aid for Texas Students	**	**	**	**	**	**					**	
NCAA Guidelines								**				
Reach for Success Program						**						
SAT On-line Registration		**										
SAT Sample Questions		**										
SAT National Test Dates		**										
SAT (Sending Scores)		**										
Scholarships						**				**		**
Texas Colleges On-line						**						
TASP/THEA						**						

#1	AMERICAN COLLEGE TESTING	www.act.org	#8	NCAA	www.ncaa.org
#2	COLLEGE BOARD	www.collegeboard.com	#9	TEXAS COMMON APPLICATION	www.applytexas.org
#3	FAFSA	www.fafsa.org	#10	FASTWEB	www.fastweb.com
#4	SALLIE MAE	www.salliemae.com	#11	FINANCIAL AID	www.finaid.org
#5	ADVENTURES IN EDUCATION	www.adventuresineducation.org	#12	PETERSON'S	www.petersons.com
#6	TEXAS HIGHER ED COOR. BOARD	www.thecb.state.tx.us			
#7	CAREER DEVELOPMENT RESOURCES	www.cdr.state.tx.us			

Course Names, Numbers and Page Numbers

Course Names, Numbers and Page Numbers